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ABSTRACT

In 1976, the Administration for Children, Youth, and Families (ACYF) designed the Resource Access Project (RAP) to strengthen services that Head Start programs provide to handicapped preschool children. Today, 15 RAPs are sponsored by public and private agencies and universities throughout the country. The ACYF-funded network of projects links services for handicapped children in Head Start with community services; serves as a resource for materials, information, and technical assistance; and trains Head Start teachers and administrators to mainstream special-needs children. This sixth annual evaluation report presents findings from the 1981-82 program year. Following an introductory chapter, the text presents "RAP Profiles," describing each project as to such features as funding sponsor and its contract history, funding level, states and number of Head Starts served, operations, and representative episodes. Other chapters treat the network as a whole, giving illustrations of the exceptional characteristics of individual projects. The chapter on budget and staffing organizes and analyzes data on financial and staff resources. The chapter entitled "Performance" presents findings regarding the fulfillment of each contractual obligation and is organized by 11 tasks, such as the provision of services and materials to grantees and the sponsorship of training conferences. The chapter on program impact reveals Head Start and state education agencies' perceptions of services received from RAPs and presents data concerning the evaluation of long and short term effects of Head Start personnel training. In the final chapter, evaluators summarize the major outcomes of this program year and suggest future emphases. (RH)

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An Impact Evaluation of The Resource Access Projects
1981-1982

HHS-105-81-C-022

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The evaluators have drawn much of their data from interviews with Head Start program staffs, SEA representatives, and ACYF regional office personnel. Their candor and thoroughness in recalling contacts with the RAPs during the year helped us to understand the contexts in which RAPs have worked, and allowed us to document successes and identify areas for improvement.

RAP project staffs for the sixth year have set time aside to review their efforts with us in-depth and to organize their records to allow us to assess the outcomes. Their professionalism contributes significantly to the evaluation process.

Finally, we are indebted to Louise DuRant for her conscientiousness and perseverance in the typing and format of this report.

I. INTRODUCTION

Background on the Resource Access Projects and the Head Start Effort to Serve Children with Handicaps

In 1976, the Administration for Children, Youth and Families (ACYF), designed the Resource Access Project (RAP) to strengthen the services Head Start programs provide to preschool children with handicaps. Today, fifteen RAPs are sponsored by public and private agencies and universities throughout the country. The ACYF-funded network of projects links services for handicapped children in Head Start with services in the community, serves as a materials, information, and technical assistance resource, and trains Head Start teachers and administrators to mainstream young children with special needs.

As early as 1967, Head Start had committed themselves to providing all children with a comprehensive developmental program and encouraged grantees to enroll and mainstream handicapped children. In 1972, amendments to the Economic Opportunity Act stipulated that "not less than 10 percent of the total number of enrollment opportunities in the nation in the Head Start program shall be available for handicapped children and... services shall be provided to meet their special needs" (PL 94-142). The Head Start, Economic Opportunity and Community Partnership Act of 1974 further strengthened Head Start's efforts to identify, enroll and serve handicapped children by requiring that the 10 percent enrollment mandate be met at the state level. With teachers' increased responsibility, the need for specialized skills increased as well. RAP projects were staffed with personnel with these skills and it has been their task to transmit current knowledge and techniques in the field of early childhood special education to Head Start teachers and administrators.

ACYF informs Congress annually of the status of Head Start's handicap effort through The Status of Handicapped Children in Head Start Programs, Annual Report. The most recent figures documented an enrollment of 45,430 handicapped preschoolers, 12.3 percent of the program's total enrollment. Handicapping conditions include blind/visual impairments, deaf/hearing impairments, serious emotional disturbances, orthopedic impairments, health impairments, learning disabilities, mental retardation, and speech impairments, with the highest incidence occurring among the latter. The Annual Report also revealed that the RAP network is the most frequently called upon source to determine training needs of personnel serving handicapped children in Head Start.

An additional role of the RAPs is to facilitate collaboration between state education agencies (SEAs) and ACYF regional offices, and between local education agencies (LEAs) and Head Start programs. The intent of these collaborative efforts has been to ease the transition for handicapped children between Head Start and public schools and to encourage the sharing of resources. Thirty-one formal, state-level, written agreements, as well as numerous informal working agreements, have been arranged since 1977, when the national Head Start office and the Office of Special Education, U.S. Department of Education, formerly the Bureau of Education for the Handicapped (BEH), designated RAP as the liaison between Head Start grantees and the public educational system.

All ACYF regions are served by at least one RAP, larger regions are served by two or three. The locations of projects, their sponsors, the number of Head Start grantees served, and the estimated numbers of Head Start handicapped children in each RAP's service area are listed on the next page.

The Evaluation Process

An evaluation of the RAPs has been conducted every year for six years. The evaluation staff reports formally to ACYF on the RAPs' performance relative to the eleven tasks in their scope of work. The final impact report allows each RAP to gauge its own performance against the network. The evaluation process and ACYF's commitment to it has ensured uniformity of RAP service delivery to Head Start programs across the country. ACYF uses information about projects' strengths, weaknesses, and barriers to service to remediate individual projects, launch new initiatives, and make policy decisions. The evaluator's annual telephone survey with a sample of 400 Head Starts allows input from RAPs' primary clients. The evaluator's annual phone survey of 54 state education agencies draw these representatives' attention to RAPs' ongoing commitment to collaboration as well as invites their input about RAPs' performance.

HEW Region	RAP Sponsor and Location	Number of Head Start Grantees	*Estimated Number of Head Start Handicapped Children in Service Are
I	• Education Development Center Newton, Massachusetts	72	1,744 5
II	• New York University New York City, New York	80	4,555 13 m 3
III	• Georgetown University Washington, D.C.	114	4,217 11 m 5
IV	• Chapel Hill Outreach Project Chapel Hill, North Carolina	114	4,265 12 m 4
	• The Urban Observatory Nashville, Tennessee	83	3,376 9
	• Friends of Children (subcontracted through the Chapel Hill Outreach Program) Jackson, Mississippi	24	2,684 7
V	• University of Illinois Champaign, Illinois	116	5,311 15 m 1
	• Portage Project Portage, Wisconsin	87	3,052 8
VI	• Texas Tech University Lubbock, Texas	143	4,962 14 m 2
VII	• University of Kansas Kansas City, Kansas	67	2,485 6
VIII	• University of Denver Denver, Colorado	59	1,219 4
IX	• Child, Youth and Family Services Los Angeles, California	57	3,389 10 m 6
	• University of Hawaii Honolulu, Hawaii	12	340 2
X	• Portland State University Portland, Oregon	50	1,183 3
	• Easter Seal Society Anchorage, Alaska	3	79 1
TOTAL		1,081	42,861
NATIONAL AVERAGE		72	2,857

*From National Tables 1980-1981, U.S. Department of Health and Human Services, excludes IMPD programs

RLA developed this illuminative, or formative, evaluation design over the years to allow managers of the program to base program changes on the perceptions of users of the program. The following assumptions are implicit in RLA's evaluation philosophy:

- The evaluation effort was conceived by ACYF as an integral part of the RAP program development; it was born with the RAPs and grows with them - simultaneously providing support, accountability, and objectivity.
- Evaluators do not weight or judge program priorities. The ACYF program officer determines program priorities and communicates them to the RAP contractors. The evaluator develops tools that help ACYF articulate priorities, communicate priorities to RAP projects, and analyze the effectiveness of implementing program priorities.
- The evaluation is formative by design. It identifies for program administrators trends, successful approaches to program solving, barriers to program implementation and unique factors affecting project operations. Ranking, quantification, and summation are minimized.
- The analytical framework developed by RLA progresses from RAP-centered perceptions of performance to client/user-centered perceptions of RAP's impact so that the programs are viewed in a progressively broader context.
- The evaluation is a vehicle for communication among RAPs and a source of program development assistance for new as well as established RAP contractors.

This sixth Impact Evaluation Report presents findings from the July 1981 to July 1982 program year. Although several RAPs have funding cycles which do not coincide with the program year, evaluators assess performance for that period. Comparisons are occasionally made with earlier findings, but the report concentrates on RAPs' sixth year of program activity.

The text is organized as six chapters: Introduction, Profiles of the RAPs, Budget and Staff Characteristics, Performance on Tasks, Impact of RAP, and Findings and Recommendations.

The RAP Profiles give a thumbnail sketch of each RAP's performance in key areas. All other chapters treat the network as a whole, with illustrations of the exceptional characteristics of individual projects. The chapter on Budget and Staffing organizes and analyzes data on the RAPs' financial and staff resources. Findings regarding the fulfillment of each contractual obligation are organized by task in the chapter on Performance. The Impact section reveals Head Start and SEA clients' perceptions of the services they receive from RAPs. Evaluators summarize the major outcomes of this program year and suggest future emphases in the section headed Findings and Recommendations. Remedial solutions to individual project's specific problems are not offered in this report as those are the responsibility of the ACYF project officer.

Methodology

RLA uses a team of five analysts with Head Start and program assessment experience to evaluate the RAP program. Four members of the team participate in every aspect of the work, which includes field work, clientele inquiries, tabulation and analysis of data, and report writing. The fifth was engaged this year to assist with the tabulation and analysis of data.

Principal methods of data collection are personal interviews with RAP staff and Regional Office personnel, comprehensive reviews of files at each project site, and telephone surveys with Head Start staff and all SEAs. Additionally, confidential evaluation forms prepared by the evaluator are collected from participants at selected RAP training conferences. RLA conducts follow-up phone interviews with a limited number of these conference participants to determine the long-term effects of the training.

Instrumentation

The evaluation team developed six instruments to collect and organize data from RAP staff, Head Start clients, SEA users of RAP service, and regional office personnel: 1) an interview guide for RAP site visits; 2) a matrix for recording RAP transactions; 3) an evaluation form for participants attending RAP training; 4) an interview guide for telephone inquiries to assess long-term effects of RAP training; 5) a script for telephone inquiries to SEA and Head Start personnel; 6) and a questionnaire for Regional Office personnel. All instruments were developed with modifications and approval from ACYF and were used by RLA staff exclusively; where appropriate, OMB clearance was obtained.

The interview guide is the master tool. It structures evaluators' on-site interviews with RAP staff about the major areas of program operation: goals, internal project characteristics, budget, task priorities, performance on each of the 11 required tasks, relationships with regional and national ACYF Offices, regional contexts, perceptions of project accomplishments, barriers to service, and each RAP's recommendations for the network.

The matrix is used to analyze RAP activities; it records each type of activity, requestor, provider, recipient, geographic location, attributes, and handicapping conditions.

The questionnaires for Head Start and SEA telephone surveys collect information about clients' familiarity with RAP, the initiator, frequency, and type of contact, satisfaction with service, most valued service, and any problems with RAP service experienced by the client.

Instruments used to assess the effectiveness of RAP training solicit information on respondents' position, conference topics, client satisfaction, descriptions of what was learned, and trainees' perceptions of the practices they learned and later adopted.

Interviews with regional office personnel seek information about the RAPs' impact on grantees, RAPs' responsiveness to the needs of grantees, outcomes of RAPs' work, most valuable services offered by RAPs, RAPs' adaptation to the region's system for delivery of handicap services to grantees, and areas for improvement.

Procedures

RLA project staff traveled in two teams of two persons to complete the field work in Spring 1982. At least one member of each team had visited each site before. During the two-day site visits, evaluators interviewed RAP staff and reviewed file materials. On a third day they met with regional Office staff. All site visits were scheduled by phone and confirmed by letter.

Field analysts reviewed and recorded all activity reports and task records completed between July 1, 1981, and April 1, 1982 and other activities beyond April 1. Evaluators clarified inconsistencies among written records, on-site interviews, and Head Start interviews with RAP staff later, when necessary.

Two separate series of telephone interviews were conducted to assess the impact of RAP work. Interviews with SEAs in June 1982 collected data on the task requiring RAPs to facilitate collaboration between Head Start and public schools. Prior to the interviews a letter was sent to every SEA asking for their cooperation. An identical protocol was followed for the Head Start telephone inquiries which were conducted from March through May 1982. The stratified random sample of Head Starts was drawn from lists submitted by all 15 RAPs. A follow-up letter of thanks was sent to each SEA and Head Start respondent.

RAPs were asked to select one-quarter of their training conferences at which to distribute the RLA evaluation form. Participants' sealed forms were returned by either the RAP or the participants to be tallied by RLA. Evaluation staff drew a follow-up sample from the population of participants who gave contact information, selecting persons whose position and satisfaction level were representative of the short-term evaluation population. The long-term follow-up interviews were conducted three months after the respondents had participated in the training conferences.

II. RAP PROFILES

THE NEW ENGLAND RAP

BACKGROUND

Location: 55 Chapel Street
Newton, Massachusetts 02160

Telephone: (617) 969-7100

Funding Sponsor: Education Development Center (EDC)

Staff: Joanne Brady, Director
Kirsten Hansen, Coordinator
Nancy Railsback, Assistant Coordinator

Grant/Contract History: EDC is a nonprofit corporation specializing in educational studies. During the first two years of RAP there was an in-house association with Project ERIN, a BEH-funded HCEEP project. RAP has the support of a loose confederation of BEH-funded projects located primarily in the New England area. This year RAP was the recipient of a Region I contract to provide a liaison for the state of Connecticut, responsible for the development of state and local collaborative agreements with Head Start programs. In 1981 the RAP contract was modified so that EDC staff could manage the RAP computer effort.

Funding Level: $133,541 (national average, $142,741). RAP's overall budget falls below the national average, ranking eighth; the travel line item falls below the national average and is the second lowest. All other costs are comparable to the national averages.

Full-Time Equivalent Staff: 3.00 (national average 3.42). New England RAP has the fifth lowest FTE.

FTE Salary: $20,424 (national average $18,873). This is the sixth highest average FTE salary level.

REGIONAL SITUATION

States Served: Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island -- 67,000 square miles, fourth smallest geographic area.

Estimated Number of Head Start Handicapped Children: 1,744 (national average 2,857).

Number of Grantees: 72 (national average 72).

ACYF System for Delivery of Handicap Services: Region I supported a contract for handicap T/TA in Connecticut. State Training Centers (STCs) provide the full range of services, including handicap T/TA on a limited basis; RAP works closely with STCs.

Most Valuable Service Cited by Regional Office: Immediate response to crisis situations; ongoing T/TA role; brokering agencies to work with Head Start.

RAP OPERATIONS

Top Four Task Priorities:

Provide service to Head Start grantees
Conduct state training conferences
Facilitate collaborative agreements
Assess needs of Head Start grantees

Bottom Two Priorities:

Conduct advisory committee meetings
Assist Head Start grantees with Annual Survey

Needs Assessment Process: 96 percent of the assessments have been completed (national average 93 percent). Needs assessment information is formally gathered by mail, once in the fall to determine short-term needs, and again in the spring for a more in-depth assessment of needs. The greatest needs identified by grantees are in the area of family communications, recruitment, IEPs, and intercomponent coordination.

Training Conferences:

7 conferences; total trained, 717.

333 teachers and 77 teacher aides were trained; this represents 47 percent of the teachers and 10 percent of the teacher aides in RAP's service area, compared to 34 and 20 percents nationally.

307 others were in attendance, including social services staff.

62 grantees attended; this represents 86 percent of all grantees, compared to the national average of 85 percent.

Short-term Conference Evaluation:

Composition consisted of 97 percent Head Start staff compared to 96 percent nationally, and 1 percent non-Head Start, compared to 1 percent nationally.

40 percent of the Head Start attendees were teachers, 21 percent teacher aides, and 37 percent other staff. Nationally, composition was 43 percent teachers, 21 percent aides, and 32 percent others.

Satisfaction among participants falls into the following distribution: 48 percent excellent, 50 percent good, 2 percent fair, and 0 percent poor, compared to national findings of 54, 41, 3, and less than 1 percent.

Participants gained knowledge in an average of 3.7 areas as a consequence of the conference, compared to 4.3 nationally.

Trainees would adopt an average of 4.0 new practices as a consequence of training, compared to 4.2 nationally.

Use of Providers: 208 providers are catalogued in the file. (national average 454). Approximately 70 are used actively.

Activities Analysis:

Type	Percentage	National
Facilitation	2 %	2 %
Training	1	3
Technical Assistance	8	6
Information	14	24
Materials	75	65

Analysis of activities reveals that RAP compares similarly with the national distribution on training, technical assistance, and facilitation; falls below the average for information; and exceeds the average for materials, the latter being one of the highest among RAPs. RAP recorded 351 activities; national average 255; range 114 to 442.

Provider: RAP is the provider in 98 percent of the activities compared to 94 percent nationally. Other providers identified in activities are resource providers (1%), and other RAPs (1%).

Requestor: 90 percent of the activities identify Head Start requestors; 10 percent are non-Head Start, compared to national findings of 74 and 26 percents, respectively. Other requestors include resource providers (2%), other RAPs (3%), regional oontractors (1%), ACYF-regional (1%), ACYF-DC (1%), and others (2%).

Geographic Distribution:

State	Percent
Massachusetts	31 %
Connecticut	28
Rhode Island	15
Maine	9
New Hampshire	9
Vermont	4
Other	4

Task Records: RAP records 79 tasks records; 68 nationally; range 44-99. 535 persons received training by RAP in addition to the state training conferences.

Advisory Committee: One meeting was held this year and a second was planned. New England RAP has the largest advisory committee, with 22 members (compared to a national average of 14 members). All categories of representatives are included.

Collaboration: New England RAP facilitated a collaborative agreement between the Connecticut SEA and Head Start, and a local agreement between ABCD, Inc. Head Start and the Boston public schools. The RAP co-developed a workshop on how child abuse affects the developmentally disabled child with the UAF in Boston.

Task Force: New England RAP participated on two task forces: computer (chairperson) and computer technology.

Head Start Directors' Meetings: A total of four meetings were attended in three of six states in RAP's service area. Two regional director's meetings were also attended.

Head Start Telephone Inquiries: 5.1 average number of types of contacts, compared to 4.6 nationally.

Satisfaction measures 3.6 on a four-point scale (3.4 nationally).

Problems are cited by 0 percent of the informants (2 percent nationally).

Mainstreaming conferences were attended by 29 percent of the teachers and 29 percent of the teacher aides among the sampled grantees, compared to 28 and 20 percents nationally.

55 percent of the respondents identify training as the most valuable service that RAP offers, compared to 59 percent nationally.

SEA Telephone Inquiries:

Frequency of contact 2.8 (2.6 national index).

Average number of types of contacts 5.8 (4.1 national index).

Satisfaction 3.6 (3.3 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

Asked by the regional office to examine irregularities in a program's diagnostic reports, RAP found that both the Head Start and LEA were unwittingly out of compliance with state regulations; as a result, children were not getting services. RAP intervened together with SEA staff, designed additional TA visits, provided written materials, and focused on how the agencies could work it out together. This assistance eventually led to outlining a local interagency agreement. RAP also arranged a workshop for staff and parents on the state laws and parents' rights and linked local staff with a nearby program that provided a model for Head Start/LEA collaboration.

An example of how one program can strengthen over time, given appropriate TA began when RAP noticed a problem in diagnosis during its census-taking. RAP contacted the program and offered an orientation on diagnosis to staff, which included a new director and new handicap coordinator. In a follow-up call, RAP was invited to conduct a workshop on "sensitizing" in which participants discussed their feelings toward the handicapped, role played, and saw the LATON films. This led to requests for further training from RAP on teachers' expectations and record keeping systems.

Stemming from discussions at a RAP advisory committee meeting, additional social services training was provided to Maine grantees by a local provider. Washington County (Maine) Outreach, a local HCEEP Project, offered the services of its skilled trainers and a proven training model to grantees the day before the state RAP conference. The regional office staff cited this use of local resources as an excellent example of the brokerage role that RAP fills in the area.

THE NYU RAP

BACKGROUND

Location:	New York University School of Continuing Education 3 Washington Square Village, Suite 1M New York, New York 10012
Telephone:	(212) 598-2144
Funding Sponsor:	New York University
Staff:	Judith Rothschild-Stolberg, Director Dinah Heller, Coordinator Michelle Rutman, Resource Specialist Bob Daniels, Special Services Specialist

Grant/Contract History: The NYU School of Continuing Education has been involved in Head Start programs for 17 years, including participation in national ACYF leadership development programs, training in early childhood education, and T/TA to grantees. The Regional Coordinator of Services to the Handicapped (RCSH) is contracted to NYU, as is the Specialist Service contract which provides T/TA to Region II grantees. NYU has not been a BEH contractor.

Funding Level: $163,912 (national average, $142,741). The overall budget is the second highest among RAPs as well as overhead and fringe costs. Salaries and "other costs" are comparable to the national average; travel falls below the national average.

Full-Time Equivalent Staff: 3.03 (national average, 3.42).

FTE Salary: $21,433 (national average, $18,873). NYU has the fifth highest FTE salary.

REGIONAL SITUATION

States Served: New Jersey, New York, Puerto Rico, Virgin Islands -- 61,000 square miles, the third smallest geographic area served by RAPs, but reaching into the Caribbean Sea.

Estimated Number of Head Start Handicapped Children: 4,555 (national average, 2,857).

Number of Grantees: 80 (national average 72).

ACYF System for Delivery of Handicap Services: Five RTOs serve the region; these grants and contracts have an identified handicap objective, but no specific sums or person-day allocations. A regional coordinator of services to the handicapped (RCSH), a full-time position funded under a region-wide T/TA contract, is contracted to NYU, Most Valuable Service Cited by Regional Office: Prompt, accurate, professional responses to grantees (information and services); relationships with other T/TA providers and linking grantees with them; training (quality, depth, presenters, numbers reached); RAP's lead in working out an agreement with the New York SEA.

RAP OPERATIONS

Top Four Task Priorities:

Provide service to Head Start grantees
Assess needs of Head Start grantees
Conduct state training conferences
Facilitate collaborative agreements

Bottom Two Priorities:

Establish/update file of resource providers
Assist Head Start grantees with Annual Survey

Needs Assessment Process: 90 percent of the assessments have been completed (national average 93 percent). Needs of grantees are assessed informally by phone. Other sources for identifying needs are conferences and meetings. Greatest needs among Head Starts are for training on intercomponent integration, working with parents, timely diagnosis, and "hands-on" practical help with specific handicapped children.

Training Conferences:

9 conferences, total trained 1,418.

501 teachers and 223 teacher aides were trained; this represents 27 percent of the teachers and 12 percent of the teacher aides in RAP's service area, compared to 34 and 20 percents nationally.

694 others were in attendance, including 281 social services staff.

79 grantees attended; this represents 99 percent of all grantees, compared to the national average of 85 percent.

Short-term Conference Evaluation:

Composition consisted of 99 percent Head Start staff compared with 96 percent nationally and less than 1 percent non-Head Start, compared to 1 percent nationally.

48 percent of the Head Start attendees were teachers, 14 percent teacher aides, and 37 percent other staff. Nationally composition was 43 percent teachers, 21 percent aides, and 32 percent others.

Satisfaction among participants falls into the following distribution: 58 percent excellent, 39 percent good, 3 percent fair, and 0 percent poor; compared to national findings of 54, 41, 3 and less than 1 percents.

Participants gained knowledge in an average of 5.1 areas as a consequence of the conference, compared to 4.3 nationally.

Trainees would adopt an average of 4.9 new practices as a consequence of training, compared to 4.2 nationally.

Use of Providers: 431 providers are catalogued in the file (national average 454). Approximately 30 are used actively.

Activities Analysis:

Type	Percentage	National
Facilitation	2 %	2 %
Training	1	3
Technical Assistance	11	6
Information	14	24
Materials	72	65

Analysis of activities reveals that the NYU RAP workload compares similarly with the national distribution on facilitation and training and exceeds it on technical assistance and materials. Information falls below the national average. RAP recorded 267 activities; national average 255; range 114-442.

Provider: RAP is the provider in 97 percent of the activities compared to 94 percent nationally. Other providers identified include regional contractors (1%), and resource providers (2%).

Requestor: 86 percent of the activities identify Head Start requestors; 14 percent are non-Head Start, compared to national findings of 74 and 26 percents, respectively. Other requestors include resource providers (2%), SEA (2%), other RAPs (5%), ACYF-RO (1%), LEA (1%), and others (3%).

Geographic Distribution:

State	Percent
New York	67 %
New Jersey	25
Puerto Rico	2
Virgin Islands	1
Other	5

Task Records: RAP records 59 task records; 68 nationally, range 44-99. 278 persons received training by RAP in addition to the state training conferences.

Advisory Committee: One advisory committee meeting was held this year and another was planned. NYU's advisory committee has 14 members (national average 14). All categories of representatives are included.

Collaboration: A collaborative agreement between the New York SEA and Head Start facilitated by the New York University RAP is signed. RAP collected data on the number of Head Start handicapped three-to-five-year-olds and their respective school districts in New York. This assistance to the state resulted in the receipt of federal funds under PL 94-142 for those school districts.

Task Force: NYU participated on three task forces: computer, CDA, and computer technology.

Head Start Directors' Meetings: Three state-level meetings were attended, covering both states, plus one regional meeting.

Head Start Telephone Inquiries: 5.1 average number of types of contacts, compared to 4.6 nationally.

Satisfaction measures 3.6 on a four-point scale (3.4 nationally).

Problems are cited by 0 percent of the informants (2 percent nationally).

Mainstreaming conferences were attended by 17 percent of the teachers and 9 percent of the teacher aides among the sampled grantees, compared to 28 and 20 percents nationally.

67 percent of the respondents identify training as the most valuable service that RAP offers, compared to 59 percent nationally.

SEA Telephone Inquiries

Frequency of contact 3.0 (2.6 national index).

Average number of types of contacts 5.5 (4.1 national index).

Satisfaction 3.0 (3.3 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

RAP set up a committee to work on the development of a collaborative agreement between Head Start and the State Department of Education in New York. Committee members included representatives from the RTO, ACYF regional office, Head Start programs, Coordinators of Services to the Handicapped, and RAP. Because of excellent preparation and planning by the committee, the SEA has recognized Head Start as an organized group with a strong commitment to serving handicapped preschoolers. An agreement was written and signed. The end product will result in more services and money for individual Head Start programs.

RAP assisted a family in placing its four-year-old child in a Head Start program. The child had previously been refused enrollment at a day care program because she had had a tracheotomy and required special assistance. With RAP intervention and assistance, the placement took only one week. Additional information, technical assistance, and training were offered to the Head Start program to help familiarize staff with the child's handicap.

RAP staff assisted the family of a Head Start child who developed severe headaches and became blind overnight. The child and her parents had to travel 200 miles to New York City for treatment. RAP arranged for housing for the parents, met them at the hospital, helped them with admissions procedures and working with the child's doctor, and later took the parents on a tour of the city. The child's vision began to return following treatment.

THE REGION III RAP

BACKGROUND

Location: Georgetown University Child Development Center
CG-52 Bles Building
3800 Reservoir Road, N.W.
Washington, D.C. 20007

Telephone: (202) 625-3639

Funding Sponsor: Georgetown University Child Development Center

Staff: Phyllis Magrab, Director
Virginia Williams, Associate Director
Stanley Pryor, Coordinator
Roxane Kauffman, Assistant Coordinator
Diane Jacobstein, Information Specialist

Grant/Contract History: The Child Development Center is part of the Georgetown University Medical School, Department of Pediatrics. The Center has received funds to provide services to Head Start and Day Care programs for nine years. Special projects under federal and local auspices provide research, demonstration and training in areas of nutrition for functionally retarded children, language development, and others. This interdisciplinary center is a University Affiliated Facility (UAF) and uses its resources to encourage collaboration among agencies as well as to provide screening, diagnostic and treatment services to children and families.

Funding Level: $142, 691 (national average $142,741). Salary and overhead and fringe budget line items are somewhat higher than the national average; "other costs" and travel fall below the national average.

Full-Time Equivalent Staff: 3.60 (national average 3.42). The Region III FTE ranks sixth.

FTE Salary: $19,067 (national average, $18,873). Salaries are above the national average, but lower than those at other major urban centers. FTE salary ranks eighth.

REGIONAL SITUATION

States Served: Delaware, Maryland, Pennsylvania, Virginia, Washington, D.C., and West Virginia - 123,000 square miles ranking tenth in the country.

Estimated Number of Head Start Handicapped Children: 4,217 (national average 2,857).

Number of Grantees: 114 (national average 72).

ACYF System for Delivery of Handicap Services: Eight RTOs provide general T/TA services to which ten percent is earmarked for the handicap effort. Also a regionwide contractor provides handicap T/TA as one of five required tasks.

Most Valuable Service Cited by Regional Office: Training; information (on serving handicapped children, increasing participation of handicapped children in Head Start).

RAP OPERATIONS

Top Four Task Priorities

Conduct state training conferences
Provide service to Head Start grantees
Assess needs of Head Start grantees
Facilitate collaborative agreements

Bottom Two Priorities:

Establish/update file of resource providers
Assist Head Start grantees with Annual Survey

Needs Assessment Process: 89 percent of the assessments have been completed (national average 93 percent.) Needs assessment information is gathered by the STCs and results are forwarded to the RAP. RAP follows up by telephone, as well as on-site at programs and at director's meetings. The greatest need identified by grantees is for on-site in-service to deal with specific children, more in-depth training, individualizing, stress, and emotionally disturbed children and behavior disorders.

Training Conferences: 14 conferences, total trained, 1,585.

695 teachers and 437 teacher aides were trained; this represents 43 percent of the teachers and 29 percent of the teacher aides in RAP's service area, compared to 34 and 20 percents nationally.

453 others were in attendance, including social services staff.

97 grantees attended; this represents 85 percent of all grantees, compared to the national average of 85 percent.

Short-term Conference Evaluation:

Composition consisted of 98 percent Head Start, compared to 96 percent nationally, and 1 percent non-Head Start staff, compared to 1 percent nationally.

Fifty percent of the Head Start attendees were teachers, 19 percent teacher aides, and 29 percent other staff. Nationally composition was 43 percent teachers, 21 percent aides, and 32 percent others.

Satisfaction among participants falls into the following distribution: 54 percent excellent, 44 percent good, less than 1 percent fair, and 0 percent poor, compared to national findings of 54, 41, 3 and less than 1 percents.

Participants gained knowledge in an average of 3.2 areas as a consequence of the conference, compared to 4.3 nationally.

Trainees would adopt an average of 3.4 new practices as a consequence of training, compared to 4.2 nationally.

Use of Providers: 796 providers are catalogued in the file (national average 454). Approximately 70 are used actively.

Activities Analysis:

Type	Percentage	National
Facilitation	2 %	2 %
Training	1	3
Technical Assistance	5	6
Information	16	24
Materials	76	65

Analysis of activities reveals that the Region III workload compares similarly with national averages for facilitation, training, and technical assistance, falls below the national averages for information, but is among the highest for materials distribution. RAP recorded 442 activities; national average 255; range 114 to 442.

Provider: RAP is the provider in 98 percent of the activities compared to 94 percent nationally. Other providers identified in activities are resource providers (2%).

Requestor: 85 percent of the activities identify Head Start requestors; 15 percent are non-Head Start, compared to national findings of 74 and 26 percents, respectively. Other requestors include SEA (1%), LEA (1%), other RAPs (1%), regional contractors (3%), resource providers (5%), and others (4%).

Geographic Distribution:

State	Percent
Pennsylvania	38 %
Maryland	34
Virginia	12
District of Columbia	6
West Virginia	5
Delaware	4
Other	1

Task Records: RAP records 88 task records; 68 nationally, range 44 to 99. 173 persons received training by RAP in addition to the state training conferences.

Advisory Committee: Region III RAP convened one meeting this year and planned a second. The committee has 12 members (compared to a national average of 14 members). All categories of representatives are included.

Collaboration: Region III RAP facilitated a collaborative agreement between the Delaware SEA and Head Start. As a result of a meeting between the Pennsylvania SEA and RAP, the Assistant Commissioner sent a memo to public school Intermediate Units requiring them to provide services to Head Start if their children were being counted.

Task Force: Region III RAP participated on four task forces: speech, LEA, CDA, and computer technology (chairperson).

Head Start Directors' Meeting: RAP has attended four directors' meetings, covering three of the six states in its service area. The District of Columbia does not have an association.

Head Start Telephone Inquiries: 4.2 average number of types of contacts, compared to 4.6 nationally.

Satisfaction measures 3.7 on a four-point scale (3.4 nationally).

Problems are cited by 0 percent of the informants (2 percent nationally).

Mainstreaming conferences were attended by 59 percent of the teachers and 41 percent of the teacher aides among the sampled grantees, compared to 28 and 20 percents nationally.

73 percent of the respondents identify training as the most valuable service that RAP offers, compared to 59 percent nationally.

SEA Telephone Inquiries:

Frequency of contact 3.0 (2.6 national index).

Average number of types of contacts 4.0 (4.1 national index).

Satisfaction 3.8 (3.3 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

After three years of RAP's intervention and assistance, a collaborative agreement was signed between the Delaware Department of Education and Head Start.

The District of Columbia grantee's screening procedure uncovered 44 children who needed to be diagnosed in a timely manner, but the grantee lacked a facility to conduct these diagnoses. RAP assisted by arranging for a special disciplinary team to diagnose the children at Georgetown University Hospital regardless of ability to pay. Not all of the children were diagnosed as handicapped, but those who were brought the total of diagnosed handicapped children in the District of Columbia to 10 percent of the total Head Start enrollment, thereby meeting the Congressional mandate for the first time.

A Head Start program with limited PA26 funds and very few resources called on RAP for assistance in using an audiometer. RAP arranged for two staff persons from Georgetown University Hospital to train the Head Start staff on how to use the machine and to check its accuracy. In addition, the team screened the children and supervised the Head Start staff's use of the audiometer.

THE CHAPEL HILL RAP

BACKGROUND

Location:	Chapel Hill Training-Outreach Project Lincoln Center, Merritt Mill Road Chapel Hill, North Carolina 27514
Telephone:	(919) 967-8295
Funding Sponsor:	Carboro School District
Staff:	Anne Sanford, Director Trish Mengel, Coordinator Brenda Bowen, Associate Coordinator Shelly Heekin, Associate Coordinator

Grant/Contract History: The Chapel Hill Training-Outreach Project is sponsored by a local education agency (LEA). It is the recipient of numerous national and regional grants and contracts to provide services and materials for handicapped children. This is one of the original BEH-sponsored HCEEP projects.

Funding Level: $143,035 (national average, $142,741). Overall budget is comparable to the national average; ranking sixth. All line items are higher than or approximate national averages.

Full-Time Equivalent Staff: 3.55 (national average 3.42). Chapel Hill's FTE is slightly higher than the national average; ranking sixth.

FTE Salary: $17,864 (national average, $18,873). Salary level falls below the national average, and ranks tenth among RAPs.

REGIONAL SITUATION

States Served: Florida, Georgia, North Carolina, South Carolina -- 191,000 square miles, the seventh largest service area.

Estimated Number of Head Start Handicapped Children: 4,265 (national average 2,857).

Number of Grantees: 114 (national average 72).

ACYF System for Delivery of Handicap Services: Chapel Hill is contracted to the regional office to deliver support services to the handicap effort in all eight states of Region IV. Additionally, each state has a State Training Office (STO), some with a full-time position for a handicap coordinator. Grantees are clustered into five or six; each group receives funding to support a Specially Funded Cluster Coordinator (SFC).

Most Valuable Service Cited by Regional Office: Training.

RAP OPERATIONS

Top Four Task Priorities:

Provide service to Head Start grntees
Assess needs of Head Start grantees
Conduct state training conferences
Facilitate collaborative agreements

Bottom Two Priorities:

Participate on RAP task forces
Assist Head Start grantees with Annual Survey

Needs Assessment Process: 89 percent of the assessments have been completed (national average 93%). Needs assessment information is gathered by the SFCs on-site with grantees and results are forwarded to RAP. A separate needs assessment exists for teachers. The greatest needs identified by grantees are for assistance with IEPs, behavior management, orthopedic handicaps, and transition (from Head Start to public schools).

Training Conferences:

15 conferences; total trained, 1,164.

527 teachers and 206 teacher aides were trained; this represents 33 percent of the teachers and 13 percent of the teacher aides in RAP's service area, compared to 34 and 20 percents nationally.

431 others were in attendance, including social services staff.

102 grantees attended; this represents 91 percent of all grantees, compared to the national average of 85 percent.

Short-term Conference Evaluation:

Composition consisted of 90 percent Head Start staff, compared to 96 percent nationally, and 2 percent non-Head Start staff, compared to 1 percent nationally.

41 percent of the Head Start attendees were teachers, 12 percent teacher aides, and 38 percent other staff. Nationally composition was 43 percent teachers, 21 percent aides, and 32 percent others.

Satisfaction among participants falls into the following distribution: 75 percent excellent, 23 percent good, 0 percent fair, and 0 percent poor, compared to national findings of 54, 41, 3 and less than 1 percent.

Participants gained knowledge in an average of 4.5 areas as a consequence of the conference, compared to 4.3 nationally.

Trainees would adopt an average of 4.4 new practices as a consequence of training, compared to 4.2 nationally.

Use of Providers: 600 providers are catalogued in the file (national average 454). Approximately 55 are used actively.

Activities Analysis:

Type	Percentage	National
Facilitation	1 %	2 %
Training	1	3
Technical Assistance	4	6
Information	33	24
Materials	61	65

Analysis of activities reveals that service delivery patterns are comparable to national averages, but exceed the norm for information. RAP recorded 397 activities; national average 255; range 114 to 442.

Provider: RAP is the provider in 96 percent of the activities compared to 94 percent nationally. Other providers identified in activities are resource providers (2%), ACYF (1%), and SEA (1%).

Requestor: 55 percent of the activities identify Head Start requestors; 45 percent are non-Head Start, compared to national findings of 74 and 26 percents, respectively. Other requestors include resource providers (10%). SEA (4%), other RAPs (13%), regional contractors (4%), LEA (3%), and others (11%).

Geographic Distribution:

State	Percent
North Carolina	28 %
Georgia	14
Florida	12
South Carolina	5
Other	41

Task Records: RAP records 82 task records; 68 nationally; range 44 to 99. 40 persons received training by RAP in addition to the state training conferences.

Advisory Committee: RAP held one advisory committee meeting and a second was planned. The committee has 10 members (compared to a national average of 14 members). All categories of representatives are included.

Collaboration: Chapel Hill RAP is helping the Georgia SEA organize a statewide conference on interagency collaboration for all concerned with preschool handicapped children. The RAP provided two slide tape shows and two brochures on the subject of Head Start/LEA collaboration and transition. They provided technical assistance to an LEA on building linkages with a nearby Head Start.

Task Force: Chapel Hill was a member of four task forces: computer, speech, LEA, and organizations/linkages.

Head Start Directors' Meetings: Chapel Hill RAP attended three directors' meetings, covering three of the four states in its service area.

Head Start Telephone Inquiries: 4.1 average number of types of contacts, compared to 4.6 nationally.

Satisfaction measures 3.5 on a four-point scale (3.4 nationally).

Problems are cited by 3 percent of the informants (2 percent nationally).

Mainstreaming conferences were attended by 28 percent of the teachers and 14 percent of the teacher aides among the sampled grantees, compared to 28 and 20 percents nationally.

77 percent of the respondents identify training as the most valuable services that RAP offers, compared to 59 percent nationally.

SEA Telephone Inquiries:

Frequency of contact 2.7 (2.6 national index).

Average number of types of contacts 5.7 (4.1 national index).

Satisfaction 4.0 (3.3 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

Training on transition emerged as a need as RAP reviewed grantees' needs assessments. As a result, RAP designed "Building Bridges." Through small and large group discussions, participants role-played the various Head Start and public school staff and family members who are typically involved in the child's move from Head Start to first grade. Building on a sample case, participants completed the workshop by actually writing a transition plan. In processing the session, participants raised many of the issues considered important to successful transition.

RAP discovered that the use of paraprofessional speech workers was not acceptable according to the state's licensing board when one was fired from a Head Start program. Because of the implications for services to children, collaboration, and IEP implementation, RAP gathered information from ACYF and each state on certification, state gyidelines, and pertinent regulations and is informing Head Start programs of the results of this survey.

To nurture greater acceptance of handicapping conditions and mainstreaming, RAP developed "New Friends," a multi-media training package for use with children. Children encounter dolls with specific handicaps whom they are encouraged to view as having individual differences. A training manual and slidetape, already piloted and field-tested, guide teachers in their use of the dolls in the classroom. Making the dolls with parents has proved to be a highly effective means of bringing teachers and families closer together.

THE NASHVILLE RAP

BACKGROUND

Location:	Peabody College of Vanderbilt University Post Office Box 317 Nashville, Tennessee 37203
Telephone:	(615) 322-8474
Funding Sponsor:	The Urban Observatory of Metropolitan Nashville-University Center
Staff:	Joseph Cunningham, Director Jeniece Nelson, Coordinator Gillian Hadley, Trainer Sharon Innes, Resource Specialist

Grant/Contract History: The Urban Observatory is part of a cooperative of universities within the City of Nashville. RAP is housed at Peabody College of Vanderbilt University. In past years RAP was part of The 1101 Group. During its first year, RAP was housed at the Bill Wilkerson Hearing and Speech Center.

Funding Level: $117,774 ($142,741 national average), the lowest overall budget this year. Salary allocation is the third lowest; overhead/fringe rate, 52.9 percent of salaries (54.7% national average), is below the average. "Other costs" fall below the national average.

Full-Time Equivalent Staff: 3.43 (3.42 national average). Nashville has the eighth smallest staff.

FTE Salary: $14,840 ($18,873 national average). This is the third lowest average FTE salary.

REGIONAL SITUATION

States Served: Alabama, Tennessee, Kentucky -- 132,000 square miles, sixth smallest geographic area.

Estimated Number of Head Start Handicapped Children: 3,376 (2,857 national average).

Number of Grantees: 83 (national average 72).

ACYF System for Delivery of Handicap Services: Region IV supports eight State Training Offices (STOs), some with a position funded for a state handicap coordinator. A region-wide contractor, with exclusive responsibility for handicap services, is funded at Chapel Hill. Specially Funded Cluster Coordinators (SFCs) serve the handicap needs of about seven grantees per cluster.

Most Valuable Service Cited by Regional Office: Training.

RAP OPERATIONS

Top Four Task Priorities:

Provide service to Head Start grantees) tie
Facilitate collaborative agreements)
Conduct state training conferences
Assess needs of Head Start grantees

Bottom Two Priorities:

Participate on RAP task forces
Assist Head Start grantees with Annual Survey

Needs Assessment Process: 100 percent of the assessments have been completed (national average 93%). The instrument is administered by the SFCs and assesses needs of programs; results are forwarded to RAP. RAP follows up with structured phone interviews. The greatest needs identified by Head Starts are in behavior management, IEPs, services to families of handicapped children, social services, and home-based.

Training Conferences:

12 conferences; total trained, 1,098.

483 teachers and 316 teacher aides were trained; this represents 33 percent of the teachers and 23 percent of the teacher aides in RAP's service area, compared to 34 and 20 percents nationally.

299 others were in attendance, including social services staff.

76 grantees attended; this represents 92 percent of all grantees, compared to the national average of 85 percent.

Short-term Conference Evaluation:

Composition consisted of 95 percent Head Start staff compared to 96 percent nationally, 0 percent others, compared to 1 percent nationally (5 percent unknown).

43 percent of the Head Start attendees were teachers, 22 percent teacher aides, and 30 percent other staff. Nationally composition was 43 percent teachers, 21 percent aides, and 32 percent others.

Satisfaction among participants falls into the following distribution: 51 percent excellent, 42 percent good, 3 percent fair, and 0 percent poor, compared to national findings of 54, 41, 3, and less than one percent respectively.

Participants gained knowledge in an average of 4.0 areas as a consequence of the conference, compared to 4.3 nationally.

Trainees would adopt an average of 4.0 new practices as a consequence of training, compared to 4.2 nationally.

Use of Providers: 273 providers are catalogued in the file (national average 454). Approximately 51 are used actively.

Activities Analysis:

Type	Percentage	National
Facilitation	1 %	2 %
Training	1	3
Technical Assistance	4	6
Information	25	24
Materials	69	65

Analysis of activities reveals that the Nashville RAP's workload compares similarly with the national distribution for all types of activities. RAP recorded 173 activities; national average 255; range 114 to 442.

Provider: RAP is the provider in 96 percent of the activities compared to 94 percent nationally. Other providers identified in activities are ACYF (1%), resource providers (1%), other RAPs (1%), and others (1%).

Requestor: 90 percent of the activities identify Head Start requestors; 10 percent are non-Head Start, compared to national findings of 74 and 26 percents, respectively. Other requestors include resource providers (3%), regional office contractors (3%), and others (3%).

Geographic Distribution:

State	Percent
Kentucky	42 %
Tennessee	34
Alabama	21
Other	3

Task Records: RAP records 67 task records; 68 nationally, range 44 to 99. 197 persons received training by RAP in addition to the state training conferences.

Advisory Committee: One meeting was convened this year. The committee has eight members, the smallest among RAPs (national average of 14 members). All categories of representatives are included.

Collaboration: Nashville RAP facilitated and supported the Alabama Head Start Advisory Committee for Services to Handicapped Children, composed of all early childhood service providers in the state. The committee has conducted a survey of needs, practices and available resources, and collaborated informally at several levels.

Task Force: Nashville RAP participated on three task forces: speech, computer technology, and organizations/linkages.

Head Start Directors' Meetings: RAP attended five directors' meetings covering two of the states in its service area.

Head Start Telephone Inquiries: 4.1 average number of types of contacts, compared to 4.6 nationally.

Satisfaction measures 3.2 on a four-point scale (3.4 nationally).

Problems are cited by 0 percent of the informants (2 percent nationally).

Mainstreaming conferences were attended by 43 percent of the teachers and 25 percent of the teacher aides among the sampled grantees, compared to 28 and 20 percents nationally.

67 percent of the respondents identify training as the most valuable service that RAP offers, compared to 59 percent nationally.

SEA Telephone Inquiries:

Frequency of contact .7 (2.6 national index).

Average number of types of contacts 1.0 (4.1 national index).

Satisfaction 2.5 (3.3 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

RAP facilitated and supported the Alabama Head Start Advisory Committee for Services to Handicapped Children, a committee composed of Head Start personnel, personnel from state departments providing services to preschool handicapped children, and a representative from the medical association. The committee of 25 has met throughout the year to identify ways in which programs can work together to serve children more effectively and efficiently. A sub-committee which analyzed needs, practices, and regulations surfaced approximately 15 specific concerns which will be the focus of next year's work.

In previous years, Nashville RAP worked primarily through the Specially Funded Coordinators in their three states. This year, while continuing to work with SFCs, the RAP has had more direct contact with individual programs. As a result, programs perceived the RAP as a group interested and concerned about their operation and in a position to provide direct benefits -- materials, advice, and phone consultation.

In Kentucky, the RAP provided mainstreaming conferences in isolated regions because several grantees were unable to attend the trainings held in more centralized population areas. This has resulted in several programs receiving systematic and multifaceted training. The success of this training has led to consideration of cross-state training conferences in isolated portions of the area.

THE MISSISSIPPI RAP

BACKGROUND

Location:
Friends of Children of Mississippi, Inc.
119 Mayes Street
Jackson, Mississippi 39213

Telephone: (601) 362-1541

Funding Sponsor: Chapel Hill Outreach Project, subcontracted to the Friends of Children Head Start

Staff:
Anne Sanford, Director
Valerie Campbell, Coordinator
Carolyn Cagnolatti, Assistant Coordinator

Grant/Contract History: This RAP began operations one year later than most of the network. It is the only RAP housed within a Head Start grantee. It is subcontracted to the Chapel Hill Outreach Project.

Funding Level: $125,799 (national average $142,741). RAP has the second lowest total budget. All line items fall below the national averages.

Full-Time Equivalent Staff: 3.85 (national average 3.42). Mississippi RAP has the third highest FTE.

FTE Salary: $16,110 (national average, $18,873). The FTE salary is the fifth lowest among all RAPs.

REGIONAL SITUATION

State Served: Mississippi -- 48,000 square miles, the Mississippi RAP has the second smallest geographic area to cover with the highest density of Head Start children.

Estimated Number of Head Start Handicapped Children: 2,684 (national average, 2,857).

Number of Grantees: 24 (national average 72).

ACYF System for Delivery of Handicap Services: Region IV has a region-wide contractor, Chapel Hill Outreach Project, with responsibilities exclusively for handicap services. Each state has a State Training Office (STO), some with full-time positions for handicap coordinators. Five or six grantees are clustered; each group receives funding for a Specially Funded Cluster Coordinator (SFC) to provide support exclusively for the handicap effort.

Most Valuable Service Cited by Regional Office: Training.

RAP OPERATIONS

Top Four Task Priorities:

Assess needs of Head Start grantees
Provide service to Head Start grantees
Conduct state training conferences
Attend Head Start director's association meetings

Bottom Two Priorities:

Implement management information system
Assist Head Start grantees with Annual Survey

Needs Assessment Process: 100 percent of the assessments have completed (national average 93%). RAP uses the regional system of SFCs to assist with the assessment process. The information is collected on-site, then compiled by the SFCs and returned to RAP. A separate needs assessment exists for teachers. The greatest needs expressed by Head Starts are for IEPs, confidentiality, roles of components, gifted and talented, child abuse, working with parents, making classroom curriculum materials, and building teacher self-esteem.

Training Conferences:

7 conferences; total trained, 624.

311 teachers and 234 teacher aides were trained; this represents 23 percent of the teachers and 17 percent of the teacher aides in RAP's service area, compared to 34 and 20 percents nationally.

79 others were in attendance, including social services staff.

23 grantees attended; this represents 96 percent of all grantees, compared to the national average of 85 percent.

Short-term Conference Evaluation:

Composition consisted of 93 percent Head Start staff compared to 96 percent nationally and 0 percent non-Head Start, compared to 1 percent nationally (7 percent unknown).

43 percent of the Head Start attendees were teachers, 39 percent teacher aides, and 11 percent other staff. Nationally composition was 43 percent teachers, 21 percent aides, and 32 percent others.

Satisfaction among participants falls into the following distribution: 74 percent excellent, 24 percent good, less than 1 percent fair, and 0 percent poor, compared to national findings of 54, 41, 4 and less than 1 percents.

Participants gained knowledge in an average of 6.8 areas as a consequence of the conference, compared to 4.3 nationally.

Trainees would adopt an average of 5.9 new practices as a consequence of training, compared to 4.2 nationally.

Use of Providers: 250 providers are catalogued in the file (national average 454). Approximately 87 are used actively.

Activities Analysis:

Type	Percentage	National
Facilitation	3 %	2 %
Training	0	3
Technical Assistance	5	6
Information	29	24
Materials	63	65

Analysis of activities reveals that RAP compares to the national average in all categories except training. RAP recorded 175 activities; national average 255; range 114 to 442.

Provider: RAP is the provider in 99 percent of the activities compared to 94 percent nationally. Other providers identified in activities are resource providers (1%).

Requestor: 67 percent of the activities identify Head Start requestors; 33 percent are non-Head Start, compared to national findings of 74 and 26 percents, respectively. Other requestors include resource providers (12%), SEA (4%), other RAPs (7%), regional contractors (6%), LEA (1%), and others (3%).

Geographic Distribution:

State	Percent
Mississippi	91 %
Other	9

Task Records: RAP records 72 task records; 68 nationally, range 44 to 99.

Advisory Committee: One advisory committee meeting was held this year and a second was planned. The committee has 14 members (compared to the national average of 14 members). All categories of membership are represented.

Collaboration: Mississippi RAP views their continuing membership on the State Advisory Board for Services to the Handicapped and State Manpower Committee as potentially the most productive arenas for collaboration. The RAP directly provided technical assistance on the collaborative process to two Head Starts, and on other occasions initiated contact with principals and local superintendents about collaboration with Head Starts.

Task Force: Mississippi RAP participated on three task forces: LEA (chairperson), CDA, and organizations/linkages.

Head Start Directors' Meetings: RAP attended one directors' meeting and four subcommittee meetings in Mississippi.

Head Start Telephone Inquiries: 4.8 average number of types of contacts compared to 4.6 nationally.

Satisfaction measures 3.2 on a four-point scale (3.4 nationally).

Problems are cited by 0 percent of the informants (2 percent nationally):

Mainstreaming conferences were attended by 26 percent of the teachers and 26 percent of the teacher aides among the sampled grantees, compared to 28 and 20 percents nationally.

75 percent of the respondents identify training as the most valuable service that RAP offers, compared to 59 percent nationally.

SEA Telephone Inquiries:

Frequency of contact 3.0 (2.6 national index).

Average number of types of contacts 3.0 (4.1 national index).

Satisfaction 3.0 (3.3 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

RAP's ongoing association with MESH (Mississippi Early Services to the Handicapped) included updating a statewide directory of services and providers and planning an aggressive media campaign to announce the availability of resources. Because of these activities a closer relationship developed with the state's Developmental Disabilities Council which further strengthened the MESH Network.

This year social services was selected as the theme for the annual administrative conference RAP sponsored for Head Start handicap staff. Social services staff were invited to work with handicap staff on issues which concerned them both, e.g., recruitment. This annual conference offers a forum for developing useful approaches that ultimately benefit both children and families.

RAP responded to a request for help from a new mother whose child's birth had produced bills amounting to $30,000. RAP not only sought information on a variety of services which could help her, but also worked with her to obtain more understandable information from the doctor about her child's high risk medical status.

THE UNIVERSITY OF ILLINOIS RAP

BACKGROUND

Location: Colonel Wolfe School
403 East Healey
Champaign, Illinois 61820

Telephone: (217) 333-3876

Funding Sponsor: University of Illinois

Staff: Merle B. Karnes, Director
Carol Kretschmer, Coordinator
Debbie Herron, Education Specialist
Rex Roberts, Education Specialist

Grant/Contract History: RAP is sponsored by the University of Illinois Institute for Child Development and Behavior. It is housed along with other institute projects at the Colonel Wolfe Preschool which serves exceptional children. PEECH is one of the original HCEEP projects and is now a validated model. RAP has access to all of the University's BEH project materials and staff for purposes of consultation.

Funding Level: $125,992 (national average $142,741). The salary line item is higher that the national norm; travel and "other costs" fall below the means. Overhead/fringe rate at 30.4 percent of salaries is the second lowest relative to the national average of 54.7 percent.

Full-Time Equivalent Staff: 4.75 (3.42 national average), the highest FTE staff of all projects.

FTE Salary: $13,695 ($18,873 national average). This is the second lowest level of all projects.

REGIONAL SITUATION

States Served: Illinois, Indiana, Ohio -- 132,000 square miles, the sixth smallest geographic area.

Estimated Number of Head Start Handicapped Children: 5,311 (2,875 national average).

Number of Grantees: 116 (national average 72)

ACYF System for Delivery of Handicap Services: Six state advocates are funded to facilitate the cooperation between Head Start and SEAs. Project TEACH at the Portage Project provides region-wide intensive handicap training.

Most Valuable Service Cited by Regional Office: Training; information and expertise available to Head Start by telephone; meetings with local handicap coordinators.

RAP OPERATIONS

Top Four Task Priorities:

Provide service to Head Start grantees
Conduct state training conferences
Facilitate collaborative agreements
Assess needs of Head Start grantees

Bottom Two Priorities:

Participate on RAP task forces
Assist Head Start grantees with Annual Survey

Needs Assessment Process: 70 percent of the assessments have been completed (national average 93 percent). RAP uses a training needs assessment form which is mailed to grantees and returned directly to RAP. Canvass calls are made to each grantee to ascertain other program needs. The greatest needs expressed by Head Starts are administration of the handicap component, IEPs, working with parents, behavior management, working with emotionally disturbed children, and working with learning disabled children.

Training Conferences: 11 conferences; total trained, 1,630.

654 teachers and 281 teacher aides were trained; this represents 38 percent of the teachers and 19 percent of teacher aides in RAP's service area, compared to 34 and 20 percents nationally.

695 others were in attendance, including social services staff.

67 grantees attended; this represents 58 percent of all grantees, compared to the national average of 85 percent.

Short-term Conference Evaluation:

Composition consisted of 97 percent Head Start staff compared to 96 percent nationally and 1 percent others compared to 1 percent nationally.

38 percent of the Head Start attendees were teachers, 26 percent teacher aides, and 33 percent other staff. Nationally composition was 43 percent teachers, 21 percent aides, and 32 percent others.

Satisfaction among participants falls into the following distribution: 42 percent excellent, 49 percent good, 6 percent fair, and less than 1 percent poor, compared to national findings of 54,41,3 and less than 1 percents.

Participants gained knowledge in an average of 3.5 areas as a consequence of the conference, compared to 4.3 nationally.

Trainees would adopt an average of 3.3 new practices after the RAP conference, compared to 4.2 nationally.

Use of Providers: 300 providers are catalogued in the file (national average 454). Approximately 63 are used actively.

Activities Analysis:

Type	Percentage	National
Facilitation	< .5 %	2 %
Training	0	3
Technical Assistance	3	6
Information	19	24
Materials	78	65

Analysis of activities reveals a lack of training activities. Technical assistance and information are below the national average, and materials distribution is the second highest among RAPs. RAP recorded 300 activities; national average 255; range 114 to 442.

Provider: RAP is the provider in 97 percent of the activities compared to 94 percent nationally. Other providers identified in activities are resource providers (1%), ACYF (1%), and regional contractors (1%).

Requestor: 84 percent of the activities identify Head Start requestors: 16 percent are non-Head Start, compared to national findings of 74 and 26 percents, respectively. Other requestors include resource providers (5%), LEA (1%), other RAPs (3%), regional contractors (5%), ACYF-RO (1%), and others (1%).

Geographic Distribution:

State	Percent
Ohio	43 %
Illinois	41
Indiana	12
Other	4

Task Records: RAP records 55 task records; 68 nationally; range 44 to 99. 100 persons received training by RAP in addition to the state training conferences.

Advisory Committee: Two meetings were held this year. The committee is composed of 12 members (compared to a national average of 14 members). All categories of representatives are included.

Collaboration: University of Illinois RAP conducted four on-site conferences with the Illinois SEA and State Handicap Advocate to allow LEAs and Head Starts to review the memo of agreement and to introduce them to each other. The RAP collects information for the Ohio Developmental Disabilities Council to support their efforts to identify gaps in service to preschool handicapped children.

Task Force: University of Illinois RAP participated in two task forces: speech and computer technology.

Head Start Director Meetings: RAP has attended five meetings, covering all of the states in RAPs service area, plus two regional director meetings.

Head Start Telephone Inquiries: 4.5 average number of types of contacts, compared to 4.6 nationally.

Satisfaction measures 3.4 on a four-point scale (3.4 nationally).

Problems are cited by 0 percent of the informants (2 percent nationally).

Mainstreaming conferences were attended by 21 percent of the teachers and 16 percent of the teacher aides among the sampled grantees, compared to 28 and 20 percents nationally.

50 percent of the respondents identify training as the most valuable service that RAP offers, compared to 59 percent nationally.

SEA Telephone Inquiries:

Frequency of contact 2.3 (2.6 national index).

Average number of types of contacts 4.3 (4.1 natoinal index).

Satisfaction 3.3 (3.3 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

RAP served on several Task Forces that developed the regionwide handicap services guide and an interagency handbook. "Our Special Effort" joined both Region V RAPs, other regional contractors and the regional office in an effort to determine consistent guidance for grantees and write and edit chapters for the material which will be published and distributed by the regional office in September.

The regional office called RAP both to give and get information about Head Start programs and for interpretation of policy questions. This contact and the subsequent requests for specific help from RAP produced a closer working relationship, reflecting the regard of regional office staff for the professionalism and competence of RAP staff.

By providing more training in clusters, RAP felt that it grew closer to those who work directly with children and that grantees grew more familiar with RAP. Requests increased from Head Start programs looking for assistance this year and even included requests for assistance outside of the handicap area.

THE PORTAGE RAP

BACKGROUND

Location: Portage Project
626 E. Slifer Street
Box 564
Portage, Wisconsin 53901

Telephone: (608) 742-8811

Funding Sponsor: CESA 12

Staff: Neal Schortinghuis, Director
Mary Egan, Resource Specialist
Linda Young, Resource Specialist
Linda Loftin, Resource Specialist

Grant/Contract History: The Portage Project is part of a CESA agency, one of several agencies authorized by the state of Wisconsin to handle grants and contracts and provide data processing, psychologists, joint purchasing services and other facilities while they promote cooperative shared ventures for schools and other educational agencies. The Portage Project is a validated HCEEP model for home-based services for handicapped children. The Portage Project has two grants from ACYF which support the Home Start Training Center (HSTC) and TEACH, which offers intensive training on recruitment, screening, assessment, diagnosis and the ISP process to selected grantees in Region V.

Funding Level: $145,816 ($142,741 national average). Salary and travel are among the highest of all RAPs and "other costs" is higher than the national averages. The overhead/fringe rate is the lowest, 24 percent versus 54.7 percent nationally.

Full-Time Equivalent Staff: 4.6 (3.42 national average). FTE is the second highest among all RAPs.

FTE Salary: $15,910 ($18,873 national average). FTE salary is the fourth lowest.

REGIONAL SITUATION

States Served: Michigan, Minnesota, Wisconsin -- 190,000 square miles, the seventh smallest geographic area.

Estimated Number of Head Start Handicapped Children: 3052 (2857 national average).

Number of Grantees: 87 (national average 72).

ACYF System for Delivery of Handicap Services: The ACYF Region V funds six state advocates to facilitate the cooperation between Head Start and state education agencies to improve special education services to Head Start handicapped children. The region also contracts to Portage Project for intensive handicap training under project TEACH.

Most Valuable Service Cited by Regional Office: Training; information and expertise available to Head Start by telephone; meetings with local handicap coordinators.

RAP OPERATIONS

Top Four Task Priorities:

Assess needs of Head Start grantees }
Provide service to Head Start grantees } Tie
Conduct state training conferences
Facilitate collaborative agreements

Bottom Two Priorities:

Assist Head Start grantees with Annual Survey
Participate on RAP task forces

Needs Assessment Process: 100 percent of the assessments have been completed (national average,93 percent). RAP uses a form which includes open-ended questions which are filled out by handicap coordinators and returned to RAP. A more structured form is sent to new handicap coordinators because it describes their role well and informs them of what RAP can do. Greatest needs identified by grantees are for individualizing, record keeping,and PA 26.

Training Conferences: 9 conferences; total trained 937.

445 teachers and 237 teacher aides were trained; this represents 39 percent of the teachers and 23 percent of the teacher aides in RAP's service area, compared to 34 and 20 percents nationally.

255 others were in attendance, including social services staff.

74 grantees attended; this represents 85 percent of all grantees, compared to the national average of 85 percent.

Short-term Conference Evaluation:

Composition consisted of 98 percent Head Start, compared to 96 percent nationally, and 2 percent others, compared to 1 percent nationally.

52 percent of the Head Start attendees were teachers, 16 percent teacher aides, and 31 percent other staff. Nationally composition was 43 percent teachers, 21 percent aides, and 32 percent others.

Satisfaction among participants falls into the following distribution: 51 percent excellent, 44 percent good, 3 percent fair, and 0 percent poor, compared to national findings of 54, 41, 3 and less than 1 percents.

Participants gained knowledge in an average of 4.0 areas as a consequence of the conference, compared to 4.3 nationally.

Trainees would adopt an average of 3.6 new practices as a consequence of training, compared to 4.2 nationally.

Use of Providers: 350 providers are catalogued in the file (national average 454). Approximately 75 are used actively.

Activities Analysis:

Type	Percentage	National
Facilitation	2 %	2 %
Technical Assistance	4	6
Information	31	24
Materials	60	65

Analysis of activities reveals that all categories are similar to the national average except information, which is slightly higher. RAP recorded 194 activities; national average, 255; range 114 to 442.

Provider: RAP is the provider in 86 percent of the activities compared to 94 percent nationally. Other providers identified in activities are ACYF (2%), other RAPs (2%), regional contractors, (5%), and resource providers (5%).

Requestor: 84 percent of the activities identify Head Start requestors; 16 percent are non-Head Start, compared to national findings of 74 and 26 percents, respectively. Other requestors include resource providers (1%), SEA (1%), other RAPs (2%), regional contractors (5%), and others (7%).

Geographic Distribution:

State	Percent
Wisconsin	38 %
Minnesota	29
Michigan	27
Other	6

Task Records: RAP records 70 task records; 68 nationally, range 44 to 99. 61 persons received training by RAP in addition to the state training conferences.

Advisory Committee: Two meetings were held this year. The committee is composed of 14 members (compared to the national average of 14 members). All categories of representatives are included.

Collaboration: Portage RAP arranged for the network of handicap coordinators in Wisconsin to tour the UAF and identify services which could be exchanged; this resulted in a signed collaborative agreement. RAP sponsored a national handicap coordinators' meeting at the national Head Start meeting in Detroit to share ideas and successful approaches to treatment.

Task Force: Portage participated on two task forces: computer technology and organizations/linkages.

Head Start Directors' Meetings: RAP has attended five meetings covering each of the states in its service area, plus two regional directors' meetings.

Head Start Telephone Inquiries: 5.0 average number of types of contacts, compared to 4.6 nationally.

Satisfaction measures 3.7 on a four-point scale (3.4 nationally).

Problems are cited by 0 percent of the informants (2 percent nationally).

Mainstreaming conferences were attended by 33 percent of the teachers and 10 percent of the teacher aides among the sampled grantees, compared to 28 and 20 percents nationally.

67 percent of the respondents identify training as the most valuable service that RAP offers, compared to 59 percent nationally.

SEA Teleohone Inquiries:

Frequency of contact 3.0 (2.6 national index).

Average number of types of contacts 3.3 (4.1 national index).

Satisfaction 3.5 (3.3 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

RAP provided TA to a teacher who was resisting the enrollment of a non-toilet trained child with spina bifida in her classroom. While talking with the teacher it became obvious to RAP staff that she did not feel she could cope with the extra responsibilities. RAP dealt with the teacher's feelings, helped identify causes of her burn-out, and then gradually introduced the child into the classroom.

RAP's bilingual-bicultural conference arose out of a program's concern about how to distinguish a speech problem related to bilingualism from a true speech handicap. RAP found consultants to address the issue for both Spanish-speaking and Indonesian populations at this special one-day conference and arranged on-site TA for the program with the original concern. RAP followed up the conference by mailing handouts obtained from a bilingual resource center and distributing Vietnamese translations of various Head Start funds.

RAP contributed to the writing and editing of the region's new handicap services guide and an interagency handbook known collectively as "Our Special Effort." RAP is preparing packets of information that it feels Head Start programs may request as a result of using the guide. The next step will be to develop training focused on the guide.

TEXAS TECH RAP

BACKGROUND

Location: Texas Tech University
Institute for Child and Family Studies
Post Office Box 4170
Lubbock, Texas 79409

Telephone: (806) 742-3104

Funding Sponsor: Texas Tech University

Staff: Mary Tom Riley, Director
James Mitchell, Technical Coordinator
Margaret Luerra, Training Coordinator

Grant/Contract History: Texas Tech is an established provider of services to Head Start and to handicapped children. Project LINK 1, an HCEEP project, is a home-based model for handicapped children, 0-3 years; LINK 2, cooperatively sponsored by ACYF and BEH, adapts the curriculum for a Head Start consortia in Texas. The regional office also funds the West Texas Regional Training Office and LATON, a training program for parents of handicapped children.

Funding Level: $129,762 (national average $142,741). Overall budget falls below the national average and ranks twelfth. The salary line item is the fifth lowest among RAPs. Overhead and fringe are considerably lower than the average and rank twelfth, and "other costs" are higher; travel also falls below the national average.

Full-Time Equivalent Staff: 3.0 (national average 3.42). FTE falls in the lowest quarter of RAP FTE's, ranking eleventh.

FTE Salary: $20,250 (national average, $18,873). Salaries at the Texas Tech RAP are the seventh highest among RAPs.

REGIONAL SITUATION

States Served: Arkansas, Louisiana, New Mexico, Oklahoma, Texas -- 561,000 square miles, the third largest land area among RAP service areas.

Estimated Number of Head Start Handicapped Children: 4,962 (national average 2,857), the second highest number of handicapped children served by a RAP.

Number of Grantees: 143 (national average 72).

ACYF System for Delivery of Handicap Services: Region VI funds eight RTOs which provide on-site TA in the handicap area, but no training. Each state has one handicap Resource Development Coordinator to identify resources for handicapped children and pass along the information to Head Start programs. LATON, developed by Texas Tech, offers training to parents of handicapped children on a region-wide basis. Thirty-two consortia are funded to maximize the use of resources for member Head Start grantees in each cluster.

Most Valuable Service Cited by Regional Office: Manuals training.

RAP OPERATIONS

Top Four Task Priorities:

Provide service to Head Start grantees
Assess needs of Head Start grantees
Conduct state training conferences
Facilitate collaborative agreements

Bottom Two Priorities:

Attend Head Start director's association meetings
Establish/update file of resource providers

Needs Assessment Process: 73 percent of the assessments have been completed (national average 93%). RAP conducts a telephone survey to gather assessment information and supplements this at consortium meetings, workshops, and on-site at programs. The greatest needs expressed by Head Starts are for T/TA for screening and assessment, speech and language consultants for diagnosis and treatment, IEPs, working with parents, and information on specific handicapping conditions.

Training Conferences:

15 conferences; total trained, 1,557.

696 teachers and 574 teacher aides were trained; this represents 37 percent of the teachers and 34 percent of the teacher aides in RAP's service area, compared to 34 and 20 percents nationally.

287 others were in attendance, including social services staff.

118 grantees attended; this represents 83 percent of all grantees, compared to the national average of 85 percent.

Short-term Conference Evaluation:

Composition consisted of 96 percent Head Start staff, compared to 96 percent nationally, and 3 percent non-Head Start staff compared to 1 percent nationally.

50 percent of the Head Start attendees were teachers, 19 percent teacher aides, and 28 percent other staff. Nationally composition was 43 percent teachers, 21 percent aides, and 32 percent others.

Satisfaction among participants falls into the following distribution: 69 percent excellent, 29 percent good, 1 percent fair, and 0 percent poor, compared to national finding of 54, 41, 3, and less than 1 percents.

Participants gained knowledge in an average of 6.4 areas as a consequence of the conference, compared to 4.3 nationally.

Trainees would adopt an average of 6.0 new practices as a consequence of training, compared to 4.2 nationally.

Use of Providers: 1,263 providers are catalogued in the file (national average 454), the largest number catalogued by any RAP. Approximately 95 are used actively.

Activities Analysis:

Type	Percentage	National
Facilitation	< .5 %	2 %
Training	18	3
Technical Assistance	6	6
Information	5	24
Materials	71	65

Analysis of activities reveals that RAP has the highest percentage of training, few incidences of facilitation and is comparable to the national average for materials distribution and technical assistance. Information falls below the national average and is the lowest among RAPs. RAP recorded 388 activities; national average 255; range 114 to 442.

Provider: RAP is the provider in 78 percent of the activities compared to 94 percent nationally. Other providers identified in activities are regional office contractors (21%), primarily LATON, and resource providers (1%).

Requestor: 84 percent of the activities identify Head Start requestors; 15 percent are non-Head Start, compared to national findings of 74 and 26 percents, respectively. Other requestors include resource providers (2%), LEAs (6%), and other RAPs (1%), ACYF-regional (1%), regional office contractors (3%), and others (3%).

Geographic Distribution:

State	Percent
Texas	40 %
Louisiana	22
New Mexico	17
Arkansas	8
Oklahoma	8
Other	5

Task Records: RAP records 99 task records; 68 nationally, range 44 to 99. 1,868 persons received training by RAP in addition to the state training conferences.

Advisory Committee: Texas Tech RAP held two advisory committee meetings. The committee consists of 19 members (compared to the national average of 14 members). All categories of membership are represented.

Collaboration: Texas Tech RAP facilitated three agreements between Head Starts and LEAs when the RAP invited the Texas SEA representative to discuss local collaboration before Head Starts and LEAs at a mainstreaming conference, and arranged for them to write local agreements together in an afternoon session. As a result of training on collaboration at a quarterly RAP consortia coordinators' meeting, one coordinator negotiated 9 agreements with LEAs.

Task Force: Texas Tech served on four task forces: CDA (chairperson), speech PA26 (chairperson), and computer technology.

Head Start Directors' Meetings: Texas Tech RAP attended fourteen directors' meetings, covering all states in their service area, plus one regional directors' meeting.

Head Start Telephone Inquiries: 3.9 average number of types of contacts, compared to 4.6 nationally.

Satisfaction measures 3.5 on a four-point scale (3.4 nationally).

Problems are cited by 3 percent of the informants (2 percent nationally).

Mainstreaming conferences were attended by 17 percent of the teachers and 11 percent of the teacher aides among the sampled grantees, compared to 28 and 20 percents nationally.

47 percent of the respondents identify training as the most valuable service that RAP offers, compared to 59 percent nationally.

SEA Telephone Inquiries:

Frequency of contact 1.8 (2.6 national index).

Average number of types of contacts 2.0 (4.1 national index).

Satisfaction 2.8 (3.3 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

Texas Tech RAP invited regional Education Service Centers (ESCs) to meet with Head Start directors and coordinators for the first time at the Corpus Christi Mainstreaming Preschoolers conference. The Texas SEA, regional office, and Texas State Handicap Resource Development Project Coordinator discussed collaborative agreements, roles and tasks, and how Head Starts and LEAs might cooperate. Afternoon workshops on agreements facilitated by the RAP, Texas RTO, and three Texas ESCs resulted in several local agreements, and three directly facilitated by RAP.

Texas Tech RAP was invited to make a joint presentation with the SEA on Head Start/LEA coordination at the Louisiana Super Conference III. For the first time, every Head Start in the state was invited to participate, and RAP's workshop was added because it was of particular interest to Head Start staff.

At its first quarterly meeting of consortia handicap coordinators, RAP staff provided training on the difference between a contract and a collaborative agreement to alleviate fears about legally binding documents. RAP also shared models of different levels of agreements. As a result, one local Head Start obtained nine new local agreements.

THE REGION VII RAP

BACKGROUND

Location: University of Kansas Medical Center
39th & Rainbow Boulevard, CRU Room 26
Kansas City, Kansas 66103

Telephone: (913) 588-5961

Funding Sponsor: The University of Kansas

Staff:
Richard Whelan, Director
Glen Ridnour, Associate Director
Marilyn Shankland, Coordinator
Carol Dermyer, Coordinator
Bethann Smith, Coordinator

Grant/Contract History: RAP is sponsored by the University of Kansas Medical Center. The University has been the recipient of various BEH funded projects and was formerly funded by Region VII ACYF for statewide training for the handicapped effort.

Funding Level: $133,523 (national average $142,741). Staff salaries are above the national averages and "other costs," travel and overhead/fringe fall below national averages.

Full-Time Equivalent Staff: 3.84 (national average, 3.42). RAP has the fourth highest FTE.

FTE Salary: $18,352 (national average $18,873). RAP's FTE salary is comparable with the national average and ranks ninth.

REGIONAL SITUATION

States Served: Iowa, Kansas, Missouri, Nebraska -- 285,000 square miles, the fifth largest geographic service area.

Estimated Number of Head Start Handicapped Children: 2,485 (national average 2,857).

Number of Grantees: 67 (national average 72).

ACYF System for Delivery of Handicap Services: Region VII has a full time Regional Handicap Coordinator under a contract for general Head Start T/TA services.

Most Valuable Service Cited by Regional Office: RAP's availability, contact with, and information for Head Start directors; facilitation of interagency cooperative agreements; materials library.

RAP OPERATIONS

Top Four Task Priorities:

Provide service to Head Start grantees
Conduct state training conferences
Assess needs of Head Start grantees
Attend Head Start director's association meetings

Bottom Two Priorities:

Establish/update file of resource providers
Assist Head Start grantees with Annual Survey

Needs Assessment Process: One hundred percent of the assessments have been completed (national average 93%). RAP sends out a formal written form which is filled out by programs and returned to RAP. Follow-up calls are made to programs not responding by mail. Greatest needs identified by grantees are IEPs, behavior management, parent involvement, and specific handicapping conditions.

Training Conferences:

8 conferences; total trained, 356.

90 teachers and 70 teacher aides were trained; this represents 16 percent of the teachers and 15 percent of the teacher aides in RAP's service area, compared to 34 and 20 percents nationally. (See page 172).

196 others were in attendance, including social services staff.

62 grantees attended; this represents 93 percent of all grantees, compared to the national average of 85 percent.

Short-term Conference Evaluation:

Composition consisted of 93 percent Head Start staff compared to 96 percent nationally and 5 percent non-Head Start, compared to 1 percent nationally.

25 percent of the Head Start attendees were teachers, 25 percent teacher aides, and 44 percent other staff. Nationally composition was 43 percent teachers, 21 percent aides, and 32 percent others.

Satisfaction among participants falls into the following distribution: 48 percent excellent, 45 percent good, 5 percent fair, and 0 percent poor, compared to national findings of 54, 41, 3 and less than 1 percents.

Participants gained knowledge in an average of 4.2 areas as a consequence of the conference, compared to 4.3 nationally.

Trainees would adopt an average of 3.5 new practices as a consequence of training, compared to 4.2 nationally.

User of Providers: 612 providers are catalogued in the file (national average 454). Approximately 50 are used actively.

Activities Analysis:

Type	Percentage	National
Facilitation	0 %	2 %
Training	0	3
Technical Assistance	2	6
Information	33	24
Materials	65	65

Analysis of activities reveals comparable findings for facilitation and materials distribution. There was a lack of training and facilitation activities and technical assistance was the lowest. Information exceeds the national average. RAP recorded 202 activities; national average 255; range 114 to 442.

Provider: RAP is the provider in 99 percent of the activities compared to 94 percent nationally. Other providers identified in activities are resource providers (1%).

Requestor: 55 percent of the activities identify Head Start requestors; 45 percent are non-Head Start, compared to national findings of 74 and 26 percents, respectively. Other requestors include resource providers (15%), SEA (2%), LEA (13%), other RAPs (4%), regional contractors (6%), ACYF-regional (2%), and others (3%).

Geographic Distribution:

State	Percent
Missouri	32 %
Nebraska	25
Kansas	21
Iowa	16
Other	6

Task Records: RAP records 64 task records; 68 nationally, range 44 to 99. 539 persons received training by RAP in addition to the state training conferences.

Collaboration: Region VII RAP facilitated an agreement between the Kansas SEA and Head Starts. Per the SEA/Head Start agreement in Nebraska, Region VII co-sponsored four meetings with the Nebraska SEA to enhance awareness of common concerns and differences among Head Starts and LEAs. RAP negotiated an agreement between the Kansas Head Start Directors' Association and the Crippled Children's Agency.

Task Force: Region VII RAP participated on two task forces: computer and organizations/linkages.

Head Start Directors' Meetings: RAP attended a total of 17 directors' meetings, covering each of its states, plus one regional directors' meeting.

Head Start Telephone Inquiries: 4.7 average number of types of contacts, compared to 4.6 nationally.

Satisfaction measures 3.2 on a four-point scale (3.4 nationally).

Problems are cited by 7 percent of the informants (2 percent nationally);

Mainstreaming conferences were attended by 10 percent of the teachers and 9 percent of the teacher aides among the sampled grantees, compared to 28 and 20 percents nationally.

37 percent of the respondents identify training as the most valuable service that RAP offers, compared to 59 percent nationally.

SEA Telephone Inquiries:

Frequency of contact 3.3 (2.6 national index).

Average number of types of contacts 6.0 (4.1 national index).

Satisfaction 3.8 (3.3 national grade).

OBSERVATIONS

Three Cases Ctied by RAP as Representative of Work:

A Nebraska summer Head Start program converted to a full-year program with a director who was not very familiar with Head Start. RAP had a significant role in the start-up of the new program by providing materials, rendering TA, and putting the staff in touch with another Head Start program for continued support.

RAP staff developed RAPid Resource, a comprehensive manual for handicap coordinators adapted from the Los Angeles RAP's RAPid File. The manual is designed to accommodate periodic additions.

RAP followed up on the Nebraska SEA/Head Start collaborative agreement by attending regular meetings and sponsoring a joint conference in Kearney for public school and Head Start teaching staff.

THE UNIVERSITY OF DENVER RAP

BACKGROUND

Location:	Denver Research Institute-SSRE University of Denver Denver, Colorado 80208
Telephone:	(303) 753-3484
Funding Sponsor:	University of Denver
Staff:	Phil Fox, Director Jane Amundson, Co-Director Becky Cook, Coordinator

Grant/Contract History: RAP is sponsored by the Denver Research Institute, Social Systems Research and Evaluation (SSRE) Division, University of Denver. SSRE conducts basic and applied research in the social sciences. Projects funded from federal and local sources treat issues in human services, evaluation, education and industrial technology, communications, and computerized information. University of Denver sponsored RAP for the first time in the 1980-81 program year.

Funding Level: $156,521 ($142,741 national average). Overall funding is the fourth highest; the salary line item is the third lowest, caused by the highest overhead rate of 112 percent compared to 54.7 percent nationally. Fringe and travel costs are among the highest and "other costs" rank lowest.

Full-Time Equivalent Staff: 2.50 (national average 3.42). This is the lowest FTE.

FTE Salary: $22,542 ($18,873 national average). This is the fourth highest salary level.

REGIONAL SITUATION

States Served: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming -- 574,000 square miles; second largest geographic area.

Estimated Number of Head Start Handicapped Children: 1,219 (2,857 national average).

Number of Grantees: 59 (national average 72).

ACYF System for Delivery of Handicap Services: A region-wide general T/TA contractor with handicap responsibilities is funded by ACYF Region VIII.

Most Valuable Service Cited by Regional Office: The Regional Office can depend on RAP for information, support, and follow-through on a request; RAP's availability for T/TA; RAP's role in coordinating region's T/TA provider network.

RAP OPERATIONS

Top Four Task Priorities:

Conduct state training conferences
Provide service to Head Start grantees
Assess needs of Head Start grantees
Facilitate collaborative agreements

Bottom Two Priorities:

Establish/update file of resource providers
Assist Head Start grantees with Annual Survey

Needs Assessment Process: 100 percent of the assessments have been completed (national average 93%). RAP sent out color-coded needs assessment forms to directors, handicap coordinators, and teachers. Forms are returned to RAP for analysis and results are sent to the program. Follow-up phone calls go to each program. Greatest needs cited by grantees are developing, writing, and implementing IEPs; writing goals and objectives; using individualized techniques; and specific handicapping conditions.

Training Conferences:

26 conferences; total trained, 670.

270 teachers and 173 teacher aides were trained; this represents 58 percent of the teachers and 41 percent of the teacher aides in RAP's service area, compared to 34 and 20 percents nationally.

227 others were in attendance, including social services staff.

49 grantees attended; this represents 91 percent of all grantees, compared to the national average of 85 percent.

Short-term Conference Evaluation:

Composition consisted of 97 percent Head Start staff, compared to 96 percent nationally, and 2 percent others compared to 1 percent nationally.

37 percent of the Head Start attendees were teachers, 20 percent teacher aides, and 40 percent other staff. Nationally, composition was 43 percent teachers, 21 percent aides, and 32 percent others.

Satisfaction among participants falls into the following distribution: 46 percent excellent, 50 percent good, 2 percent fair, and 0 percent poor, compared to national findings of 54, 41, 3 and less than 1 percents.

Participants gained knowledge in an average of 4.2 areas as a consequence of the conference, compared to 4.3 nationally.

Trainees would adopt an average of 4.3 new practices as a consequence of training, compared to 4.2 nationally.

Use of Providers: 134 providers are catalogued in the file (national average 454). Approximately 30 are used actively.

Activities Analysis:

Type	Percentage	National
Facilitation	3 %	2 %
Training	1	3
Technical Assistance	3	6
Information	14	24
Materials	79	65

Analysis of activities reveals that the workload compares similarly with the national distribution of activities for facilitation and training, somewhat below for technical assistance and information, and exceeds the national distribution for materials, the highest of all RAPs. RAP recorded 213 activities, national average 255; range 114 to 442.

Provider: RAP is the provider in 95 percept of the activities compared to 94 percent nationally. Other providers identified in activities are ACYF (1%), other RAPs (1%), and resource providers (3%).

Requestor: 88 percent of the activities identify Head Start requestors; 12 percent are non-Head Start, compared to national findings of 74 and 26 percents, respectively. Other requestors include resource providers (4%), SEA (1%), LEAs (2%), ACYF-regional (1%), and regional office contractors (4%).

Geographic Distribution:

State	Percent
Colorado	40 %
Utah	21
Montana	17
South Dakota	13
North Dakota	4
Wyoming	3
Other	2

Task Records: RAP records 56 task records; 68 nationally, range 44 to 99. 11 persons received training by RAP in addition to the state training conferences.

Advisory Committee: One meeting was held this year. The committee is composed of 21 members (compared to the national average of 14 members), the second largest among RAPs. All categories of membership are represented; this is the only RAP to have teachers represented on their committee.

Collaboration: Although an SEA/Head Start agreement does not exist in Colorado, the University of Denver RAP and the SEA jointly sponsored five training sessions for LEAs and Head Starts interested in establishing local collaborative agreements. The RAP facilitated collaborative agreements between a Colorado Head Start and the LEA and the local department of health.

Task Force: University of Denver RAP participated on three task forces: computer, computer technology, and organizations/linkages.

Head Start Director Meetings: RAP staff attended five meetings, covering all states except Montana, plus one regional meeting.

Head Start Telephone Inquiries: 4.4 average number of types of contacts, compared to 4.6 nationally.

Satisfaction measures 3.3 on a four-point scale (3.4 nationally).

Problems are cited by 0 percent of the informants (2 percent nationally).

Mainstreaming conferences were attended by 61 percent of the teachers and 40 percent of the teacher aides among the sampled grantees, compared to 28 and 20 percents nationally.

53 percent of the respondents identify training as the most valuable service that RAP offers, compared to 59 percent nationally.

SEA Telephone Inquiries:

Frequency of contact 2.3 (2.6 national index).

Average number of types of contacts 4.0 (4.1 national index).

Satisfaction 3.4 (3.3 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

The University of Denver RAP supported Utah handicap coordinators and Denver lead teachers by training them as trainers on the IEP process. After participants had trained their own staffs, RAP followed up with training on determining goals and writing lesson plans, with the guidance of the coordinators and lead teachers. As a result of the effort, RAP noted an increase in confidence among the trainers. Utah coordinators have begun to view RAP as a support and are now thinking of inviting RAP on-site.

RAP and the Colorado SEA co-sponsored five sessions on Head Start/LEA collaboration. They facilitated Head Start and LEA participants' work together by presenting a general overview, discussing programs, respective responsibilities, and conducting a working session during which Head Starts and LEAs reviewed overlapping responsibilities and which responsibilities each could assume.

RAP traveled on-site to all seven Montana grantees to provide individualized training. As Montana programs are very autonomous, this was an opportunity to meet directors and handicap coordinators, assess program characteristics, and respond to specific needs. As a result, the RAP has received more requests for service from the Montana Head Starts and has felt better equipped to respond with the appropriate materials or service.

THE LOS ANGELES RAP

BACKGROUND

Location:	1741 Silverlake Boulevard Los Angeles, California 90026
Telephone:	(213) 664-2937
Funding Sponsor:	Child, Youth & Family Services (CYFS)
Staff:	Bea Gold, Director Chris Drouin, Co-Director Barbara Robbin, Training Coordinator Shirley Williamson, Coordinator Joyce Williams, Coordinator

Grant/Contract History: CYFS is a nonprofit corporation founded in 1978 to provide direct service to children, families,and programs serving children with special needs. Through other grants CYFS provides technical assistance to the handicap effort within Los Angeles area Head Start programs and has trained public school teachers on mainstreaming concepts. During the first two years of the project, RAP was funded under the Los Angeles Unified School District.

Funding Level: $161,494 ($142,741 national average). This is the third highest overall funding level. Salary and "other costs" are among the highest. Overhead/fringe rate of 54.4 percent compares with the national average of 54.7 percent.

Full-Time Equivalent Staff: 3.05 (3.42 national average). Los Angeles RAP ranks ninth in FTE staff.

FTE Salary: $23,460 ($18,873 national average). This RAP has the second highest average salary level.

REGIONAL SITUATION

States Served: California, Arizona and Nevada -- 383,000 square miles, the fourth largest area served.

Estimated Number of Head Start Handicapped Children: 3,389 (2,857 national average).

Number of Grantees: 57 (national average 72).

ACYF System for Delivery of Handicap Services: ACYF Region IX direct funds to each Head Start grantee.

Most Valuable Service Cited by Regional Office: RAP is valuable to the Regional Office for clarification and interpretations, etc., and up-to-date information.

RAP OPERATIONS

Top Four Task Priorities:

Provide service to Head Start grantees
Assess needs of Head Start grantees
Conduct state training conferences
Facilitate collaborative agreements

Bottom Two Priorities:

Conduct advisory committee meetings
Assist Head Start grantees with Annual Survey

Needs Assessment Process: 91 percent of the assessments have been completed (national average 93%). RAP mailed out a written form to each grantee and followed up with phone calls. The greatest needs cited by grantees are in working with parents, funding for special aides in the classroom, diagnosis, transportation, and special activities for specific handicapping conditions especially speech, mental retardation, and learning disabilities.

Training Conferences:

10 conferences; total trained, 782.

408 teachers and 148 teacher aides were trained; this represents 26 percent of the teachers and 10 percent of the teacher aides in RAP's service area, compared to 34 and 20 percents nationally.

226 others were in attendance, including social services staff.

50 grantees attended; this represents 88 percent of all grantees, compared to the national average of 85 percent.

Short-term Conference Evaluation:

Composition consisted of 96 percent Head Start staff compared to 96 percent nationally, and 2 percent others compared to 1 percent nationally.

46 percent of the Head Start attendees were teachers, 17 percent teacher aides, and 33 percent other staff. Nationally, composition was 43 percent teachers, 21 percent aides, and 32 percent others.

Satisfaction among participants falls into the following distribution: 47 percent excellent, 46 percent good, 5 percent fair, and 0 percent poor, compared to national findings of 54, 41, 3, and less than 1 percents.

Participants gained knowledge in an average of 3.8 areas as a consequence of the conference, compared to 4.3 nationally.

Trainees would adopt an average of 3.8 new practices as a consequence of training, compared to 4.2 nationally.

Use of Providers: 393 providers are catalogued in the file (national average 454). Approximately 6 are used actively.

Activities Analysis:

Type	Percentage	National
Facilitation	3 %	2 %
Training	0	3
Technical Assistance	24	6
Information	29	24
Materials	44	65

Analysis of activities reveals that Los Angeles' workload compares similarly with the national average for facilitation and information, is the highest for technical assistance, and falls considerably below on materials and training. RAP recorded 177 activities; national average 255; range 114 to 442.

Provider: RAP is the provider in 97 percent of the activities compared to 94 percent nationally. Other providers identified in activities are SEA (1%), resource providers (1%), and others (1%).

Requestor: 81 percent of the activities identify Head Start requestors; 19 percent are non-Head Start, compared to national findings of 74 and 26 percents, respectively. Other requestors include resource providers (8%), SEA (3%), other RAPs (1%), ACYF-regional (2%), LEA (2%), ACYF-DC (1%), and others (2%).

Geographic Distribution:

State	Percent
California	83 %
Arizona	9
Nevada	3
Other	5

Task Records: RAP records 69 task records; 68 nationally, range 44 to 99. 130 persons received training by RAP in addition to the state training conferences.

Advisory Committee: One meeting was held and a second planned. The committee is composed of 17 members (compared to the national average of 14 members). All categories of membership are represented.

Collaboration: Los Angeles RAP negotiated a mechanism by which Head Starts in Arizona could apply for and receive Part B-EHA LEA entitlement funds. The RAP then found an agency through which the grantees could apply. The RAP co-sponsored four workshops with the SEA and ACYF on the California SEA/Head Start agreement. RAP facilitated three signed Head Start/LEA agreements, and has been directly involved in negotiations for an additional seven.

Task Force: RAP participated on three task forces: computer, CDA, and PA26.

Head Start Directors' Meetings: RAP attended two regional directors' meetings covering all of the states. There are no individual state-level directors' associations in RAP's service area.

Head Start Telephone Inquiries: 4.7 average number of types of contacts, compared to 4.6 nationally.

Satisfaction measures 3.4 on a four-point scale (3.4 nationally).

Problems are cited by 10 percent of the informants (2 percent nationally).

Mainstreaming conferences were attended by 18 percent of the teachers and 11 percent of the teacher aides among the sampled grantees, compared to 28 and 20 percents nationally.

57 percent of the respondents identify training as the most valuable service that RAP offers, compared to a national average of 59 percent.

SEA Telephone Inquiries:

Frequency of contact 1.7 (2.6 national index).

Average number of types of contacts 5.0 (4.1 national index).

Satisfaction 3.5 (3.3 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

When the air traffic controller's strike forced the cancellation of a RAP/ACYF/Westinghouse conference on management and intercomponent work, RAP developed RAPid File to address some of the handicap coordinators' needs. The file is a looseleaf notebook of forms and procedures to expedite day-to-day tasks and help handicap coordinators manage their work. Other contractors have used it, the Regional Office has disseminated it, and the RAP co-director traveled to Dallas to train Region VI Handicap Consortia how to use the file.

The four days of training by ACYF and the California SEA, facilitated by RAP and designed for school districts and Head Starts, brought people together to talk. These relationships have ongoing potential and have already improved services to handicapped children. In fact, participants are now looking at how to make the state collaborative agreement more effective.

A position paper was prepared for the California Consortium of BEH/HCEEP Projects by the RAP co-director synthesizing directions in which early childhood special education should move in California; this was a tangible product of Los Angeles RAP's networking effort. Recognition of RAP as a force in the field of early childhood education has changed the perception of Head Start as an insular program among members of the early childhood special education community as well as the special education community at large.

THE PACIFIC RAP

BACKGROUND

Location:	School of Public Health University of Hawaii Biomedical Science Bldg., C-105M 1960 East-West Road Honolulu, Hawaii 96822
Telephone:	(808) 948-8639
Funding Sponsor:	University of Hawaii
Staff:	Setsu Furuno, Director Vivian Halverson, Co-Director Shirley Salomon, Field Training Specialist David Roscoe, Field Training Specialist

Grant/Contract History: Funded for its third year of operation, Hawaii RAP serves the Hawaii and Pacific grantees. RAP has a close association with the BEH-funded Pacific Basin Consortium, an organization of SEAs, universities and colleges throughout the Pacific.

Funding Level: $200,542 (national average $142,741). Hawaii RAP has the highest budget among RAPs, due in part to travel demands; staff salary allocations are the highest among RAPs, as is travel. The overhead/fringe rate is the third highest. "Other costs" is somewhat average.

Full-Time Equivalent Staff: 3.65 (national average, 3.42). Pacific RAP has an average FTE.

FTE Salary: $22,616 (national average, $18,873). Salary levels are the third highest.

REGIONAL SITUATION

States Served: Hawaii, Pacific Trust Territory, Commonwealth of the Northern Mariana Islands, and Guam -- a land area of 7,300 square miles, the smallest land area among RAPs, but spread over millions of square miles in the Pacific.

Estimated Number of Head Start Handicapped Children: 340 (national average 2,857).

Number of Grantees: 12 (national average 72).

ACYF System for Delivery of Handicap Services: There is a regionally funded T/TA provider serving the Pacific.

Most Valuable Service Cited by Regional Office: Provides up-to-date information; RAP is the regional office's main link to Pacific grantees.

RAP OPERATIONS

Top Four Task Priorities:

Conduct state training conferences
Provide service to Head Start grantees
Assess needs of Head Start grantees
Facilitate collaborative agreements

Bottom Two Priorities:

Establish/update file of resource providers
Assist Head Start grantees with Annual Survey

Needs Assessment Process: 100 percent of the assessments have been completed (national average 93%). RAP mails forms to directors and also gathers information on-site for the Micronesian programs. Information is supplemented by telephone. The greatest needs expressed by Head Starts are IEPs, specific handicapping conditions, working with parents, and team development.

Training Conferences:	
	11 conferences; total trained, 309.
	127 teachers and 103 teacher aides were trained; this represents 70 percent of the teachers and 76 percent of the teacher aides in RAP's service area, compared to 34 and 20 percents nationally.
	79 others were in attendance, including social services staff.
	11 grantees attended; this represents 92 percent of all grantees, compared to the national average of 85 percent.

Short-term Conference Evaluation:

Composition consisted of 98 percent Head Start staff, compared to 96 percent nationally and 1 percent non-Head Start, compared to 1 percent nationally.

45 percent of the Head Start attendees were teachers, 27 percent teachers aides, and 26 percent other staff. Nationally, composition was 43 percent teachers, 21 percent aides, and 32 percent others.

Satisfaction among participants falls into the following distribution: 61 percent excellent, 30 percent good, 1 percent fair, and 1 percent poor, compared to national findings of 54, 41, 3 and less than 1 percents.

Participants gained knowledge in an average of 5.3 areas as a consequence of the conference, compared to 4.3 nationally.

Trainees would adopt an average of 5.8 new practices as a consequence of training, compared to 4.2 nationally.

Use of Providers: 294 providers are catalogued in the file (national average 454). Approximately 15 are used actively.

Activities Analysis:

Type	Percentage	National
Facilitation	11 %	2 %
Training	2	3
Technical Assistance	7	6
Information	38	24
Materials	42	65

Analysis of activities reveals that Pacific RAP has the highest percentage of facilitation activities, is among the highest for information, compares similarly on training and technical assistance, and is substantially lower for materials distribution. RAP recorded 114 activities; national average 255; range 114 to 442.

Provider: RAP is the provider in 87 percent of the activities compared to 94 percent nationally. Other providers identified in activities are SEA (1%), regional contractors (1%), resource providers (5%), other RAPs (1%), and others (5%).

Requestor: 41 percent of the activities identify Head Start requestors; 59 percent are non-Head Start, compared to national findings of 74 and 26 percents, respectively. Other requestors include resource providers (14%), SEA (6%), LEA (1%), other RAPs (1%), regional contractors (5%), ACYF-regional (5%), ACYF-DC (3%), and others (24%).

Geographic Distribution:

State	Percent
Hawaii	46 %
Guam	19
Pacific Trust Territory	16
Commonwealth of the Northern Mariana Islands	4
Other	15

Task Records: RAP records 64 task records; 68 nationally, range 44 to 99. 117 persons received training from RAP in addition to the state training conferences.

Advisory Committee: One advisory committee meeting was held for each of two separate committees for Hawaii and Micronesia. The committees are composed of 12 and 15 members, respectively (compared to a national average of 14 members). All categories of members are represented.

Collaboration: Pacific RAP facilitated an agreement between Hawaiian grantees and the Hawaii SEA. RAP collaborated with the Marshall Islands SEA to arrange speech and hearing screening specialists for the local Head Start. Pacific RAP worked with the University of Guam, the Community College of the Northern Mariana Islands, and the Community College of Micronesia to arrange credit for Head Start/RAP training.

Task Force: Pacific RAP participated on one task force: PA26.

Head Start Directors' Meetings: RAP attended a total of five meetings, covering each of its service areas.

Head Start Telephone Inquiries: 6.5 average number of types of contacts, compared to 4.6 nationally.

Satisfaction measures 3.9 on a four-point scale (3.4 nationally).

Problems are cited by 0 percent of the informants (2 percent nationally).

Mainstreaming conferences were attended by 87 percent of the teachers and 79 percent of the teacher aides among the sampled grantees, compared to 28 and 20 percents nationally.

27 percent of the respondents identify on-site T/TA as the most valuable service that RAP offers, compared to 8 percent nationally.

SEA Telephone Inquiries:

Frequency of contact 3.5 (2.6 national index).

Average number of types of contacts 5.0 (4.1 national index).

Satisfaction 3.3 (3.3 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

Through training on team development, Pacific RAP reinforced the notion that Head Start directors and staff should work and plan together. By rotating responsibilities for chairing and recording the meetings, RAP increased the leadership skills of all staff and democratized the process. By clarifying roles, RAP helped Head Start staff work out difficulties among themselves.

RAP developed assessment tools for four grantees and is working on modifications for others. Tools have been made more appropriate for the cultures in which they are to be used, and three will be translated. A major task has been to translate common English words into languages in which one word frequently has several connotations. This will be the first year that all programs will have assessed their children.

This year, RAP's rapport with programs enabled the University of Guam to train Head Start staff through its personnel preparation grant. Both department of education and Head Start staffs received training on audiometric and speech screening. In addition, RAP's involvement has not only linked Head Start with concrete services, but also equipped them to do their own screening when public providers are not available. Most Head Starts in the RAP's service area now have audiometers, and RAP periodically facilitates recalibration of the instruments.

THE PORTLAND STATE UNIVERSITY RAP

BACKGROUND

Location: Portland State University
Post Office Box 1491
Portland, Oregon 97201

Telephone: (503) 229-4815

Funding Sponsor: Portland State University

Staff: Carillon Olmsted, Director
Mary Perkins, Coordinator
Geri Rowe, Family Service Specialist

Grant/Contract History: RAP is sponsored by Portland State University, Division of Continuing Education. Also housed at the PSU Division of Continuing Education is the Region X STATO, providing training and technical assistance to Head Start grantees in Oregon. Subcontracted to RAP is the Crippled Children's Division, University of Oregon Health Services Division.

Funding Level: $130,481 (national average, $142,741). The salary line item is the lowest of all RAPs, but the overhead rate is the second highest. Overall budget ranks tenth.

Full-Time Equivalent Staff: 2.92 (national average, 3.42). FTE is considerably lower than the national average, and is the second lowest FTE.

FTE Salary: $12,582 (national average, $18,873). FTE salary is the lowest of all RAPs.

REGIONAL SITUATION

States Served: Idaho, Oregon, Washington -- 249,000 square miles, the sixth largest service area.

Estimated Number of Head Start Handicapped Children: 1,183 (national average, 2,857).

Number of Grantees: 50 (national average, 72).

ACYF System for Delivery of Handicap Services: There are three State Technical Assistance and Training Offices (STATOs) with general T/TA responsibilities including handicap services, but no specific dollar or person day assignments are made for handicap services.

Most Valuable Service Cited by Regional Office: RAP serves as a resource and quality control element for the regional office.

RAP OPERATIONS

Top Four Task Priorities:

Conduct state training conferences
Provide service to Head Start grantees
Facilitate collaborative agreements
Assess needs of Head Start grantees

Bottom Two Priorities:

Attend Head Start director's association meetings
Assist Head Start grantees with Annual Survey

Needs Assessment Process: 100 percent of the assessments have been completed (national average,93%). RAP sends out a letter to programs to prepare them with information RAP will be gathering and also identifies a week when RAP will call. Information is ultimately gathered by phone and supplemented at director's meeting and through training conference evaluations. The greatest needs cited are for procedures for the handicap component, rules and regulations (federal, state and Head Start), working with families, correct diagnosis, health impairments, and interagency collaboration.

Training Conferences:

7 conferences; total trained, 388.

125 teachers and 102 teacher aides were trained; this represents 31 percent of the teachers and 30 percent of the teacher aides in RAP's service area, compared to 34 and 20 percents, nationally.

161 others were in attendance, including social sservices staff.

40 grantees attended; this represents 80 percent of all grantees, compared to the national average of 85 percent.

Short-term Conference Evaluation:

Composition consisted of 100 percent Head Start staff, compared to 96 percent nationally, and 0 percent non-Head Start staff, compared to 1 percent nationally.

30 percent of the Head Start attendees were teachers, 28 percent teacher aides, and 42 percent other staff. Nationally composition was 43 percent teachers, 21 percent aides, and 32 percent others.

Satisfaction among participants falls into the following distribution: 37 percent excellent, 61 percent good, 2 percent fair, and 0 percent poor, compared to national findings of 54, 41, 3, and less than 1 percents, respectively.

Participants gained knowledge in an average of 4.2 areas as a consequence of the conference, compared to 4.3 nationally.

Trainees would adopt an average of 3.8 new practices as a consequence of training compared to 4.2 nationally.

Use of Providers: 150 providers are catalogued in the file (national average 454). Approximately 30 are used actively.

Activities Analysis:

Type	Percentage	National
Facilitation	1 %	2 %
Training	3	3
Technical Assistance	2	6
Information	46	24
Materials	48	65

Analysis of activities reveals a workload whose distribution compares similarly with national averages for facilitation and trianing, is the second highest for information, and among the lowest for materials and technical assistance. RAP recorded 204 activities; national average, 255; range 114 to 442.

Provider: RAP is the provider in 93 percent of the activities compared to 94 percent nationally. Other providers identified in activities are ACYF (1%) and resource providers (6%).

Requestor: 68 percent of the activities identify Head Start requestors; 32 percent are non-Head Start, compared to national findings of 74 and 26 percents, respectively. Other requestors include resource providers (8%), regional contractors (5%), other RAPs (6%), ACYF regional office (3%), ACYF-DC (1%), LEA (3%), SEA(1%), and others (5%).

Geographic Distribution:

State	Percent
Washington	44 %
Oregon	37
Idaho	10
Other	9

Task Records: RAP records 44 task records; 68 nationally, range 44 to 99. 49 persons received training by RAP in addition to the state training conferences.

Advisory Committee: RAP has convened two advisory committee meetings. The committee is composed of nine members (compared to the national average of 14 members). All categories of members are represented.

Collaboration: Portland State University RAP and the Regional Office formed the Washington Interagency Committee to discuss Head Start collaborative agreements. Portland State University RAP is giving technical assistance to four Head Start programs which are working through the collaborative process with LEAs.

Task Force: PSU RAP was a member of one task force: CDA.

Head Start Director's Meetings: RAP attended three director's meetings, covering two of the three states in its service area, plus one regional director's meeting.

Head Start Telephone Inquiries: 4.9 average number of types of contacts, compared to 4.6 nationally.

Satisfaction measures 3.3 on a four-point scale (3.4 nationally).

Problems are cited by 0 percent of the informants (2 percent nationally).

Mainstreaming conferences were attended by 39 percent of the teachers and 50 percent of the teacher aides among the sampled grantees, compared to 28 and 20 percents nationally.

70 percent of the respondents identify training as the most valuable service that RAP offers, compared to a national average of 59 percent.

SEA Telephone Inquiries:

Frequency of contact 2.3 (2.6 national index).

Average number of types of contacts 3.0 (4.1 national index).

Satisfaction 2.7 (3.3 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

RAP and the regional office formed the Washington Interagency Committee, which also included the Department of Public Instruction staff, to discuss Head Start collaborative issues. The DPI has funded two projects, one of which involves a Head Start and an LEA.

One of RAP's goals for the year was to strengthen grantees' skills in providing handicap services. Feeling that the canvass calls were an untapped opportunity to assess levels of skills, RAP sent a schedule for calls to each grantee in advance, allowing the program adequate time to gather needed information and assess their program's needs. As a result, RAP found that they provided considerable TA over the phone.

RAP conducted seven mainstreaming conferences, training 125 teachers, 102 teacher aides, and 161 others, for a total of 388 persons.

THE ALASKA RAP

BACKGROUND

Location: 1345 W. 9th Avenue, Suite 202
Anchorage, Alaska 99501

Telephone: (907) 274-1665

Funding Sponsor: Easter Seal Society

Staff: Marion Bowles, Director
Hillary Hardwick, Coordinator
Sharon Fortier, Resource Specialist

Grant/Contract History: The Easter Seal Society of Alaska sponsors the RAP. The Alaska RAP was funded to provide RAP services to six IMPD programs in Alaska. The Easter Seal Society also operates a toy lending library funded by the Alaska Department of Health and Social Services and receives funding from the State Education Agency for an Early Childhood Coordination Project.

Funding Level: $130,243 (national average, $142,741). Overall budget is one of the lowest among RAPs, reflected in lower line items in every category except "other costs," which is about the national average.

Full-Time Equivalent Staff: 2.50 (national average, 3.42). This RAP has the third lowest FTE.

FTE Salary: $23,954 (national average $18,873). The exceptionally high FTE salary level reflects the astronomical cost of living in Alaska, and ranks the highest FTE salary of all RAPs.

REGIONAL SITUATION

State Served: Alaska -- 586,000 square miles, the largest geographic area served by a RAP.

Estimated Number of Head Start Handicapped Children: 79 (national average, 2,857).

Number of Grantees: 3 (national average, 72).

ACYF System for Delivery of Handicap Services: Region X supports three State Technical Assistance and Training Offices in Washington and Oregon with no specific dollar or person-day allocation. Alaskan grantees are direct funded for T/TA.

Most Valuable Service Cited by Regional Office: RAP is extremely knowledgeable about the area's needs; RAP has competence in working on speech-related problems.

RAP OPERATIONS

Top Four Task Priorities:

Conduct state training conferences
Provide service to Head Start grantees
Assess needs of Head Start grantees
Implement management information system

Bottom Two Priorities:

Participate on RAP task forces
Assist Head Start grantees with Annual Survey

Needs Assessment Process: 100 percent of the assessments have been completed (national average, 93%). RAP informally calls each grantee on a more than monthly basis to gather needs assessment information. Information is supplemented when RAP is on-site and through conference evaluation forms. The greatest needs are for speech and language training, classroom planning and management, recruitment, and assessment.

Training Conferences:

7 conferences; total trained, 43.

15 teachers and 17 teacher aides were trained; this represents 42 percent of the teachers and 46 percent of the teacher aides in RAP's service area, compared to 34 and 20 percents, nationally.

11 others were in attendance.

3 grantees, this represents 100 percent of all grantees, compared to the national average of 85 percent.

Short-term Conference Evaluation:

Composition consisted of 88 percent Head Start staff, compared to 96 percent nationally, and 4 percent non-Head Start staff, compared to 1 percent nationally.

38 percent of the Head Start attendees were teachers, 38 percent teacher aides, and 13 percent other staff. Nationally composition was 43 percent teachers, 21 percent aides, and 32 percent others.

Satisfaction among participants falls into the following distribution: 50 percent excellent, 42 percent good, 4 percent fair and 0 percent poor, compared to national findings of 54, 41, 3 and less than 1 percents.

Participants gained knowledge in an average of 3.2 areas as a consequence of the conference, compared to 4.3 nationally.

Trainees would adopt an average of 3.1 new practices as a consequence of training, compared to 4.2 nationally.

Use of Providers: 750 providers are catalogued in the file (national average 454). Approximately 42 are used actively.

Activities Analysis:

Type	Percentage	National
Facilitation	5 %	2 %
Training	1	3
Technical Assistance	4	6
Information	54	24
Materials	36	65

Analysis of activities reveals that Alaska RAP compares similarly to the the national averages except for information, which is the highest among RAPs, and materials which is the lowest. RAP recorded 222 activities; national average 255; range 114 to 442.

Provider: RAP is the provider in 93 percent of the activities compared to 94 percent nationally. Other providers identified in activities are resource providers (5%), and other RAPs (2%).

Requestor: 17 percent of the activities identify Head Start requestors; 83 percent are non-Head Start, compared to national findings of 74 and 26 percents, respectively. Other requestors include LEA (19%), SEA (2%), other RAPs (6%), ACYF-regional (1%), ACYF-DC (1%), regional contractors (31%), and others (23%).

Geographic Distribution:

State	Percent
Alaska	78 %
Other	22

Task Records: RAP records 50 task records; 68 nationally, range 44 to 99. 116 persons received training by RAP in addition to state training conferences.

Advisory Committee: RAP has convened two advisory committee meetings. The committee is composed of 16 members (compared to the national average of 14 members). All categories of membership are represented except parents and ACYF, the latter due to travel constraints at the regional office.

Collaboration: Alaska RAP received federal funds through an Alaska Department of Education grant to replicate RAP services in the non-Head Start community. The RAP participates in staffings at the Infant Learning Project Center on the placement of children in Head Start or public schools. They work with the Early Childhood Coordination Project to identify early childhood needs and potential providers.

Task Force: Alaska RAF participated on two task forces: speech (chairperson) and computer/technology.

Head Start Directors' Meetings: Alaska RAP attended five directors' meetings in Alaska.

Head Start Telephone Inquiries: 7.3 average number of types of contacts, compared to 4.6 nationally.

Satisfaction measures 3.7 on a four-point scale, 3.4 nationally.

Problems are cited by 0 percent of the informants, 2 percent nationally.

Mainstreaming conferences were attended by 62 percent of the teachers and 65 percent of the teacher aides among the sampled grantees, compared to 28 percent and 20 percent nationally.

67 percent of the respondents identify on-site T/TA as the most valuable service that RAP offers, compared to 8 percent nationally.

SEA Telephone Inquiries:

Frequency of contact 4.0 (2.6 national index).

Average number of types of contacts 4.0 (4.1 national index).

Satisfaction 4.0 (3.3 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

RAP is credited with facilitating an agreement between a Head Start program and the Eagle River public schools. Moderately and severely handicapped preschoolers of the area public schools were being bussed 2-3 hours several times a week into the nearest large city for services. The LEA approached the Head Start, because of their excellent program, to inquire about possible use of the Head Start facility. The public schools are now paying Head Start for space, and both Head Start and public school staff work in the mainstreaming setting. RAP believes that this may be the only Head Start with a public school special education program located within it.

RAP maintains a referral service for placement of children whose families are moving from Alaska to other areas of the country. The service is available to Head Start children, infant learning program children, and military children.

RAP provides monthly competency-based training in Fairbanks for Head Start teachers and aides and public school special education aides as part of the Rural Education Career Ladder program. Participants receive continuing education credits through the community college.

III. BUDGET AND STAFFING

This chapter treats RAP budget and staffing, beginning with a brief budgetary history of the RAP program and the major programmatic initiatives linked to budget changes. The budget is then viewed from the perspective of the "average" or "typical" RAP project, and examined for what it buys given the variations which exist among the catchment areas of the network. Finally, there is an analysis of selected budget line items.

The RAP program budget totaled $2,141,126 for the 1981-82 program year. The RAP budgets from FY'77 to FY'82 are depicted in Table 1, Total Program Budget, FY77-82. Increases over the years have sustained the original projects and added new contractors serving Mississippi, Alaska, and Hawaii and Micronesia. New initiatives have included the introduction and expansion of a computerized record keeping system, collaboration with public agencies serving handicapped children, and a greatly expanded training effort in which each year approximately 11,000 Head Start staff, primarily teachers, receive a thorough orientation to the concepts of mainstreaming young handicapped children.

Annual RAP Program Budget Changes

The RAP program began in FY'77. The first budget supported 13 projects paying primarily part-time staff. Only during this year did a RAP serve IMPD programs; one RAP was funded to serve all Indian and Migrant Head Start programs in the country.

Between FY'77 and FY'78, Mississippi and Alaska RAPs were added to the network while the RAP which served IMPD Head Start programs was terminated. The FY'78 budget enlarged travel allotments which were substantially underfunded in the first year. Also, a new program initiative, promoting formal collaborative agreements between state education agencies and Head Start programs, was introduced into the scope of work in FY'78.

Table 1

Total Program Budgets
FY'77-82

Line Items	FY'77	FY'78	FY'79	FY'80	FY'81	FY'82
Salaries	$ 460,257	$ 557,592	$ 729,461	$ 741,386	$ 845,854	$ 947,743
Travel	74,386	120,656	172,204	185,236	247,689	257,780
Computer	N/A	N/A	44,322	119,529	138,100	160,332
Other Costs	198,254	127,748	237,359	229,117	234,188	256,415
Overhead & Fringe	144,994	245,711	274,186	323,852	464,536	518,850
Total Budget	$877,891	$1,051,707	$1,457,732	$1,599,120	$1,930,367	$2,141,126

In FY'79 the program budget rose by 38.6 percent over FY'78. The network was expanded to its present size to include a RAP located in Hawaii to serve Head Start grantees in the Pacific. Two new initiatives were introduced: a massive training effort to orient Head Start teachers to the concepts of mainstreaming children with handicaps, and a computerized management and information system was piloted. The FY'79 budget supported more full-time project staff, permitting greater independence from their sponsoring agencies' other grants.

For FY'80, the budget increased by 9.7 percent. The computerized management and information system was expanded to all continental RAPs, salaries increased, and travel costs rose commensurate with inflation, although other costs decreased. (Other costs include all remaining out-of-pocket costs).

The FY'81 program budget rose 20.7 percent over the previous year. The major program initiative was the revitalization of the management information system. Two sponsors with higher fringe and overhead rates replaced two funded under previous years.

The FY'82 budget added $210,759 and increased the total program budget by 10.9 percent over the previous year. In part, costs were contained by a contracting procedure currently affecting the RAP program for the first time. RAP contractors had submitted three-year proposals for FY'81 through FY'83. This year, the government picked up its option for FY'82 at the cost which had been submitted and negotiated previously; all contractors except the University of Denver had renewable options. For these 14 contractors total budgets increased modestly, between 3.6 and 13.1 percent over FY'81, whereas the University of Denver budget increased by more than 31 percent. In some cases, such as the Region III RAP, sponsored by Georgetown University, the previously negotiated overhead rate of 18.8 percent was under its current rate of 24 percent. The budget analysis here does not reflect contract amendments for additional approved overhead costs or management of the MIS system, nor does it include carryover balances where they exist.

This year the major share (48.3%) of new monies went toward salaries. For the most part, salary increases allowed moderate cost of living supplements, rather than an increase in the number of staff. The average salary of $17,665 for the previous year rose 6.8 percent of $18,873, while the average complement of staff per project only rose by the equivalent of .1 person. Indirect costs (overhead and fringe) accounted for the next largest share of new monies: $54,314, or 25.8 percent, of new funds went toward overhead and fringe costs. Note that indirect costs are calculated on direct costs, and ncesssarily increase accordingly. Small increases also occurred among computer, other, and travel costs -- 10.6, 10.5, and 4.8 percents of new funds, respectively. The computerized MIS was extended to the Pacific and Alaska RAPs which accounts for the allocation of new funds in computer line item.

The "Typical" RAP

The variations among individual RAP budgets can be seen in a review of Table 2, RAP Project Budgets, 1981-1982. They range from the low of $117,774 at Nashville RAP to the high of $200,542 at the Pacific RAP. Substantial differences exist within the budget's line items because RAPs use staff, travel, telephone, etc., differently to meet the varying demands within their service areas.

Table 3, Characteristics of Individual RAP Service Areas, presents some of the key dimensions to which RAP projects respond, namely, the number of Head Start programs served, the number of handicapped children within the programs, the square miles within the catchment area, the numbers of full-time equivalent staff, the ratio of RAP staff per Head Start program, and the ratio of RAP staff per handicapped child.

The two right-hand columns of the table show the relative strain that confront RAP projects in delivering services to grantees and to handicapped children. On the average, each RAP staff member serves 21 grantees and 836 handicapped children. Mississippi, Hawaii, and Alaska have a clear advantage over the others with respect to the number of grantees to serve. PSU, Region VII, Portage, and Los Angeles also have relatively low staff-to-grantee ratios. On the high end, Texas Tech is severely taxed; each staff member serves 48 grantees, more than double the average burden. Region III and Chapel Hill also carry a heavier burden than others with each staff member serving 32 grantees.

Table 2

RAP Project Budgets, 1981-82

Region	RAP	Total Budget	Selected Budget Line Items: Salaries	Travel	Other Costs	Computer	Overhead & Fringe	OH & Fr as % of Sal.	Staff: FTE	Sal/FTE pd
I	New England	133,541	61,273	11,191	16,529	10,680	33,868	55.3	3.00	20,424
II	NYU	163,912	64,942	11,770	16,520	10,680	60,000	92.4	3.03	21,433
III	Region III	142,691	68,643	12,978	12,913	10,680	37,477	54.6	3.60	19,067
IV	Chapel Hill	143,035	63,416	21,200	16,073	10,800	31,546	49.7	3.35	17,864
	Nashville	117,774	50,900	16,118	12,951	10,880	26,925	52.9	3.43	14,840
	Mississippi	125,799	62,024	13,867	13,905	10,800	25,203	40.6	3.85	16,110
V	U. of Ill.	125,992	65,052	15,305	14,091	11,748	19,796	30.4	4.75	13,695
	Portage	145,816	73,187	28,000	18,480	8,584	17,565	24.0	4.6	15,910
VI	Texas Tech	129,762	60,750	14,786	18,264	10,800	25,162	4.14	3.00	20,250
VII	Region VII	133,523	70,472	15,245	14,000	10,680	23,126	32.8	3.84	18,352
VIII	U. of Denver	156,521	56,357	19,330	6,900	10,800	63,134	112.0	2.50	22,542
IX	Los Angeles	161,494	71,552	10,000	30,233	10,800	38,909	54.4	3.05	23,460
	Pacific	200,542	82,549	33,911	20,250	12,150	51,682	62.6	3.65	22,616
X	PSU	130,481	36,740	20,585	23,092	10,800	39,264	106.9	2.92	12,582
	Alaska	130,243	59,886	13,500	22,214	9,450	25,193	42.1	2.5	23,954
TOTAL		2,141,126	947,743	257,786	256,415	160,332	518,850		51.27	
AVERAGE		142,741	63,183	17,186	17,094	10,689	34,590	54.7	3.42	18,873

Table 3

Characteristics of Individual RAP Service Areas

RAP	# Head Starts[a]	# Handicapped Children[b]	Square Miles	FTE	FTE Per HS	FTE per HC Child
New England	72	1,744	67,000	3.00	24	581
NYU	80	4,555	61,000	3.03	26	1,503
Region III	114	4,217	123,000	3.60	32	1,171
Chapel Hill	114	4,265	191,000	3.55	32	1,201
Nashville	83	3,376	132,000	3.43	24	984
Mississippi	24	2,684	48,000	3.85	6	697
Univ. of Ill.	116	5,311	132,000	4.75	24	1,118
Portage	87	3,052	190,000	4.60	19	663
Texas Tech	143	4,962	561,000	3.00	48	1,654
Region VII	67	2,485	285,000	3.84	17	647
Univ. of Denver	59	1,219	574,000	2.50	24	488
Los Angeles	57	3,389	383,000	3.05	19	1,111
Pacific	12	340	7,300	3.65	3	93
PSU	50	1,183	249,000	2.92	17	405
Alaska	3	79	586,000	2.50	1	32
Average	72	2,857	239,000	3.42	21	836

[a] Exclusive of IMPD Head Start programs, inclusive of Summer Head Starts and Parent Child Centers

[b] Figures taken from National Tables 1980-81, U.S. Department of Health and Human Services (excludes IMPD programs)

The ratio of RAP staff per handicapped child illustrates the burdens on RAPs where grantees serve large numbers of children. Texas Tech and NYU clearly have the heaviest loads, almost double the average ratio of 836 children per staff member. Region III, Chapel Hill, University of Illinois, and Los Angeles also serve large numbers of handicapped children with relatively small staffs. Conversely, Pacific and Alaska RAPs have the smallest ratios of staff-to-handicapped children. Portland State University, University of Denver, and New England, too, have lighter loads.

Geographic distances compound the workload, particularly at Texas Tech. At the Pacific and Alaska RAPs, any advantages of low numbers of grantees and handicapped children to be served are offset by travel distances and cultural differences. Those RAPs with either lower numbers of clients or smaller geographical areas to serve, or both, are advantaged; namely, Mississippi, New England, PSU, Portage, and University of Denver service areas.

Despite the extremes of distance and numbers of grantees, one can construct a typical budget and service area from a composite of means. The typical RAP serves 72 Head Start programs that enroll 2,857 handicapped children in a catchment area of four states. The hypothetical RAP has a budget of $142,741 distributed as follows:

Direct Salaries		$ 63,183
Fringe Benefits, at 18.7% of Direct Salaries		11,843
Overhead at 36.0% of Direct Salaries		22,746
Travel		17,186
Computer		10,689
Other Costs		
Materials/Equipment Supplies Conference Costs	$ 3,925	
Reproduction/Printing	1,774	
Space Rental	1,067	
Communications	4,136	
Consultants, Contracted Services	6,192	
		17,094
		$142,741

The salary line for this hypothetical RAP would support 3.42 full-time equivalent (FTE) personnel; one of these would be a full-time coordinator and one would be a full-time secretary or administrative assistant. A part-time person is apt to direct the project and the remaining staff would be resource or training specialists. All professional staff would very likely have formal schooling in special education and experience either as a trainer or with Head Start, or both. The average FTE salary for the staff is $18,873.

Overhead calculations follow a variety of formulae in cost proposals. For comparative purposes, we use overhead as a percentage of total direct salary as the base, reflecting widespread contract practice and federal agency convention. This also permits the use of a single multiplier for both overhead and fringe. For our hypothetical RAP, the multiplier is 51 percent. Travel costs for the typical RAP would include in-region travel for staff, advisory committee members, and consultants, and costs for attending national RAP meetings. Communication costs incorporate both telephone and postage. Materials, equipment, and supplies include purchase of resource library materials, rental of office machinery, office supplies, computer repair, and expenses related to conducting conferences. Reproduction and printing apply to distributed media, i.e., brochures, films, slide presentations, pamphlets, or duplicated documents. Consultants and contract services include workshop presenters, custodial care, and graphics. Table 4 below compares costs for the "typical" RAP from FY'77 to FY'82.

Table 4

Comparison of Average Total RAP Budgets and Selected Line Items
FY'77 - FY'82

BUDGET ITEMS	FY'77	FY'78	FY'79	FY'80	FY'81	FY'82
Total Budget	$ 67,530	$ 75,122	$ 97,169	$ 106,608	$ 128,691	$ 142,741
Salaries	35,404	39,828	48,640	49,426	56,390	63,183
Travel	5,722	8,618	11,480	12,349	16,513	17,186
Other Costs	15,250[a]	9,152	15,824	15,274	15,612	17,094
Computer Costs	-	-	2,955	7,969	9,207	10,689
Overhead/Fringe	11,153	17,551	18,279	21,591	30,969	34,589
Overhead/Fringe as a Percentage of Salaries	32[a]	44	28	44	58	54.7
FTE[b]	2.9	2.97	3.48	3.15	3.31	3.42
Salaries/pd. FTE	11,881	13,640	14,634	15,691	17,665	18,873

[a] Fringe treated as other costs for 1976-77

[b] Donated personnel deducted from FTE totals

ANALYSIS OF BUDGET LINE ITEMS

Salaries and Staff

The program budget for salaries totaled $947,743, and like last year, accounted for about half of all contract costs. As mentioned earlier, the increase in the salary line generally supported salary raises rather than additional staff. Most RAPs (12) saw modest gains in this line item -- between 7 and 11 percent.

Only the University of Denver noticed a substantial benefit from a larger salary allocation. The increase of 48 percent over last year brought the underfunded contractor (ranking second lowest in the salary line) closer to the national average. NYU and Alaska RAPs were able to increase their complements of staff by about a half person each due to the large staff budget. PSU and Nashville also increased staff, but without larger than average increases in the staffing budget.

The network saw a minor increase in FTE staff from 49.6 to 51.3 overall. Staffing levels remained fixed at six RAPs and at four RAPs (Texas Tech, Region III, Portage, and Los Angeles), FTE decreased. Only Portland, Alaska, and Denver had an FTE staff of fewer than three persons; the former two contractors drew heavily on the supplementary services of consultants. RAPs with the highest indirect rates (Denver, Portland, and NYU) tended to have the lowest FTE staff. Conversely, Portage, Illinois, and the Region VII had low indirect costs and relatively high FTE staff.

Another component of staff composition is the salary scale in effect at a given RAP. This is measured by dividing total salary costs by the FTE total (deducting from that total the contribution of any personnel whose time is donated). Salaries averaged $18,873 per staff (including both professional and support), an increase of 6.8 percent over last year. Salaries were lowest at PSU, Illinois, Nashville, Portage, and Mississippi. PSU and Nashville experienced a decrease in salary scale. RAPs in major metropolitan areas tended to have higher scales, along with Alaska and Hawaii where salaries reflect the high cost of living.

Indirect Costs

Indirect costs, i.e., charges for fringe and overhead, totaled $518,850, an increase of 11.6 percent over last year. By contrast, indirect costs in the last contract year eroded the major share of new program monies and represented an increase of 43 percent above the preceding term. Indirect costs still constitute about one-quarter of the total program budget; however, they have been contained by the contract negotiations conducted two years ago. Allocations for indirect costs averaged $34,589 per project, and ranged from a low of $17,565 at Portage to a high of $63,134 at University of Denver. The standard computation for indirect costs this year averaged 55 percent of salaries, down for the first time ever and down from 58 percent the previous year. Rates range from 24 to 112 percent of salaries.

Fringe benefits have not been a major source of variation in indirect costs; rates are fairly stable across projects, usually between 17 and 23 percent of salaries. When salary lines increase, fringe follows. So too with overhead rates, as it is applied to salaries or all direct costs. Almost all project budgets reflected overhead rates identical to those of the previous year. These budgets did not, however, include budget modifications for increased overhead rates.

Variations in overhead rates were extreme, ranging from no cost at Portage to $52,314 at the Unviersity of Denver. NYU, Portland State, and the University of Denver consistently have had high allocations for overhead. At these three RAPs, FTE staff was limited by the high indirect costs.

Travel

The travel allocation was $257,786, about 12 percent of the total program budget. The travel line item was increased only four percent over the previous contract year. Nine RAPs had almost identical travel budgets; the Region VII and Texas Tech actually had smaller budgets for travel. Only PSU and Portage had significant increases in travel; the travel budget at Portage was second only to the Pacific RAP.

There is a rough correlation between travel expenses and the geographic size of regions. RAPs with smaller areas to serve (e.g., New England and New York) had lower allocations for travel. Those with larger areas, like Texas Tech, Denver, and Hawaii had commensurate budgets. Exceptions were Los Angeles and Alaska with travel lines which were small relative to their geographic areas.

Computer Costs

The computerized management and information system was extended to RAPs serving Alaska and Pacific grantees this year. The net increases of 16 percent over the previous contract year was due to this expansion. Eight percent of the total program budget, or $160,332, supported the computerized network. Each RAP received about $10,689 for specified hardware and software. This line item permits little discretion by contractors because contract modifications required each RAP to obtain identical equipment and software to insure uniform record keeping throughout the network.

Other Direct Costs

The total program allocation for other direct costs was $256,415, accounting for 12 percent of the total program budget. These costs have increased about nine percent over the previous year.

Other direct costs include all remaining out-of-pocket charges (exclusive of computer expenses), for communications (telephone and postage), equipment, supplies, printing and reproduction, materials, consultants, contracted services (design work, custodial services, bookkeeping, etc.), space rental, and charges related to conferences. Costs for these items varied at each RAP as did the amounts allocated for them, because estimates of other direct costs are frequently tailored to available funds. Staffing structures and overhead rates, among other things, may severely restrict the scope of available choices.

Ranging from the smallest allocation for other costs, $6,900 at University of Denver, to the greatest, $23,092 at PSU, RAPs differ widely in their budgeting practices for these items. All RAPs allow for telephone costs, but range from

$7,560 at Los Angeles to $1,500 at University of Denver. Four RAPs show no allocation for postage. Half of the projects have budgets for library materials, and half have none. Two RAPs have no budget expenses for supplies and equipment, while Chapel Hill allows $6,563.

All RAPs budget for consultants, usually to provide expert presentations at training conferences. The PSU and Alaska RAPs use consultants extensively for on-site services as well; their budgets for consultant services exceeded $15,000 while the average line item was approximately $6,000. Region VII RAP had the smallest consultant budget of $1,350. Miscellaneous expenses included costs for computer repair at six RAPs and incidental charges associated with training conferences at eight RAPs.

IV. PERFORMANCE

Contracts obligate the RAPs to 11 identical tasks. As is evident in other parts of this report, RAPs interpret and prioritize these tasks to be consistent with the unique needs and characteristics of the grantees in their service areas. They also determine the priority and scope of each task within the constraints of their budgets and staffing patterns.

Each RAP must perform the following tasks:

- Provide service and materials to Head Start grantees
- Sponsor state training conferences focused on the ACYF manuals on handicapping conditions, or sequentially appropriate content
- Facilitate collaboration between Head Start grantees and public agencies and programs for preschool handicapped children
- Assist Head Start grantees in developing/updating an assessments of needs
- Implement a record keeping system
- Establish/update a file on resource providers
- Attend one Head Start association meeting
- Establish and convene advisory committee
- Attend national RAP meetings
- Participate on RAP Task Forces
- Assist Head Start programs with the Annual Survey of Handicapped Children in Head Start

Task Priorities

The RAP scope of work does not weight any task more heavily than another. Although verbal guidance from the national office has stressed certain tasks above others, this has not precluded RAPs' interpretation and adaptation of tasks to their regional realities. In fact, one of the strengths of the program design is the flexibility which allows RAPs to adapt uniform tasks to the idiosyncracies of their service areas and the expertise of their staffs.

In order to accommodate the differences and likenesses, and yet interpret these within a context that is uniform, evaluators turned to these 11 contract tasks to find out to what extent they provide a common framework for the network.

The evaluators asked the ACYF Program Officer and the RAP project staffs separately to rank the 11 RAP tasks in order of importance. The simple exercise contributes to the evaluation in several ways. Since the evaluators do not determine which tasks take precedence over others, the exercise allows ACYF to weight tasks. The collective rankings of RAPs determine how clearly the national priorities have been communicated to contractors. Individual project rankings reveal differences in project philosophies and strategies. Compared to previous years, the rank order shows whether project emphasis shifts or remains the same. This year as in past years, services to Head Start grantees, state training conferences, collaboration and needs assessments have been stressed by the national office and reflected among RAPs' priorities.

Table 5 , RAP Tasks in Order of Priority, reveals the order of importance which each RAP attributes to each task. Each ranked the 11 tasks in a different order. However, there were some commonalities among the rankings. For example, all RAPs ranked "Provide Service to Head Start Grantees" as either first or second. Also, all RAPs but Portage and Texas Tech ranked "Assist Head Start Grantees with Annual Survey" as last. Texas Tech gave higher priority to this task because one of its states did not meet the 10 percent mandate last year and RAP has helped grantees collect accurate data and fill out the PIR/Handicap Survey form. Portage replaced the Annual Survey with "Participate in RAP Task Forces" as its anchor task because this project was not assigned to a task force this year.

There was some disparity between rankings of some tasks. For example, the task "Facilitate Collaborative Agreements" was ranked as first by Nashville and as eighth by Mississippi. Nashville highly values the role of collaboration in facilitating services; Mississippi has found that their SEA is not presently prepared to collaborate. Also, the task "Attend Head Start Association Meetings" was ranked fourth by some RAPs and as low as ninth or tenth by others. Region VII RAP gave high priority to this task and attended more meetings than any other RAP.

Individual numerical rank orders by the 15 RAPs for each of the 11 tasks was summed to obtain a composite score for each task. An average was obtained for each task's composite score.

Table 5

RAP Tasks In Order of Priority*

RAPs	Service to HS	Training Conf	Needs Assessment	Collab-oration	MIS	RAP Meetings	HS Assoc Meetings	Provider File	Task Force	Advisory Committee	ACYF Annual Survey
New England	1	2	4	3	7	9	6	8	5	10	11
NYU	1	3	2	4	5	6	9	10	7	8	11
Region III	2	1	3	4	8	7	6	10	5	9	11
Chapel Hill	1	3	2	4	9	6	8	5	10	7	11
Nashville	1	3	4	1	7	6	8	5	10	9	11
Mississippi	2	3	1	8	10	9	4	5	6	7	11
University of Illinois	1	2	4	3	5	8	6	7	10	9	11
Portage	1	3	1	4	5	7	8	6	11	9	10
Texas Tech	1	3	2	4	6	7	10	11	9	8	5
Region VII	1	2	3	7	9	5	4	10	6	8	11
University of Denver	2	1	3	4	5	6	8	10	7	9	11
Los Angeles	1	3	2	4	5	6	9	8	7	10	11
Pacific	2	1	3	4	5	7	6	10	9	8	11
Portland State University	2	1	4	3	9	5	10	7	6	8	11
Alaska	2	1	3	6	4	8	9	5	10	7	11
Rank	1	2	3	4	5	6	7	8	9	10	11

*The task of primary importance scores one; the task of secondary importance scores two; and so forth. Tasks which tie for positions score identical numerical values (for example, Nashville tied two tasks for first place; each receives the numerical value of one, and the next ranking scores three). Low scores indicate high priority; and vice versa.

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RAP TASK PRIORITY PROFILE

RANK	TASK	Average Score
1	Provide service to Head Start grantees	1.4
2	Conduct state training conferences	2.1
3	Assess needs of Head Start grantees	2.7
4	Facilitate collaborative agreements	4.2
5	Implement management information system	6.6
6	Attend national RAP meetings	6.8
7	Attend Head Start association meetings	7.4
8	Establish/update file of resource providers	7.8
9	Participate in RAP task forces	7.9
10	Conduct advisory committee	8.4
11	Assist Head Start grantees with Annual Survey	10.5

Comparing this ranking with that of the previous year one finds that the top four tasks were ranked in the same order. Also, the task to "Assist Head Start Grantees with Annual Survey" was again ranked last. Overall, most of the tasks were ranked in a similar though not identical order.

Among rankings which have changed from the previous period we find that the task to "Implement Management Information System" assumed greater importance, moving to fifth place this year versus ninth last. This shift was attributal to the arrival of new computer hardware and software and generally high expectations among RAPs that these will contribute to their effectiveness. Conversely, the task to "Establish/Update File of Resource Providers" was of less importance than the previous year, slipping from fifth to eighth position this year. This change was probably due to RAPs' familiarity with which providers are reliable and offer appropriate services. The task "Attend National RAP Meetings: switched order with "Attend Head Start Meetings," understandable in a year during which RAPs experienced a change of project officers and possible defunding, so relied more on these meetings for guidance and information. "Participate on RAP Task Forces" also superceded "Conduct Advisory Committees." This slight change may be related to the charges made to the task forces. RAPs were concerned about the implications of the issues being addressed, so may have felt that their participation on task forces was more important this year. Membership on the computer task force continued to require a great deal of commitment.

Below a comparison of ACYF program officer's rank order with the RAP profile indicates very close agreement on the relative importance of all 11 tasks. Seven of the tasks were ranked identically. The differences in emphasis in the remaining four appeared to be minor. The strong concensus between ACYF and the RAPs is a persuasive indicator that ACYF is successfully communicating its priorities to its contractors.

Priority	ACYF Rank Order	RAP Profile
1	Assess needs of Head Start grantees	Provide services to Head Start grantees
2	Conduct state training conferences	Conduct state training conferences
3	Provide services to Head Start grantees	Assess needs of Head grantees
4	Facilitate collaborative agreements	Facilitate collaborative agreements
5	Implement management information system	Implement management information system
6	Establish/update file of resource providers	Attend national RAP meetings
7	Attend Head Start association meetings	Attend Head Start association meetings
8	Attend national RAP meetings	Establish/update file of resource providers
9	Participate on RAP task forces	Participate on RAP task forces
10	Conduct advisory committees	Conduct advisory committees
11	Assist Head Start grantees with Annual Survey	Assist Head Start grantees with Annual Survey

Allocations of Time

RAPs were also asked to determine what percentage of their time was spent on each task. This exercise allowed RAPs and evaluators to assess whether the amount of time staff spent on a task was proportionate to its importance to the staff.

Table 6, Time Sort of RAP Tasks, 1981-1982, shows that RAPs allocated different amounts of time to the 11 tasks. Collectively the greatest amount of time was spent on state training conferences, although this task ranked second in importance. The next largest amount of time was spent on providing services to grantees, which ranked first. Overall, the allocation of time and the importance rankings were highly correlated; slight exceptions were found in the rankings of two tasks. Head Start directors' meetings, while seventh in importance, ranked ninth in time, a desirable effect because it has relatively greater importance than the time it requires. Resource provider files ranked eighth in importance, but sixth in time as RAPs reviewed their files in preparation for their entry into the computerized MIS.

The following explanations are offered for some of the relationships between time allocation and task importance compared to the average. Texas Tech showed the highest percent of time allowed for service to grantees because it delivered the largest number of on-site trainings beyond mainstreaming training to grantees. Region VII also showed a high percentage of time devoted to this task. This RAP, like Texas Tech, delivered a large number of on-site training sessions. Denver University showed the highest percent of time allowed to conferences because they conducted more than other RAPs. Mississippi and Portland State University RAPs spent a relatively large percentage of time on their needs assessment process. PSU conducted in-depth inquiries over the phone instead of using a written form. Mississippi worked closely with the Specially Funded Cluster network to gather information on teachers' and administrators' needs, and canvassed every two months. New England chaired the computer task force which was most demanding on their time; this RAP showed the greatest percent of time allocated to task force participation.

The allocation of time to tasks for the RAP network as a whole is shown in Figure 1, Allocation of Time to Tasks, on the next page.

Figure 1

Allocation of Time to Tasks

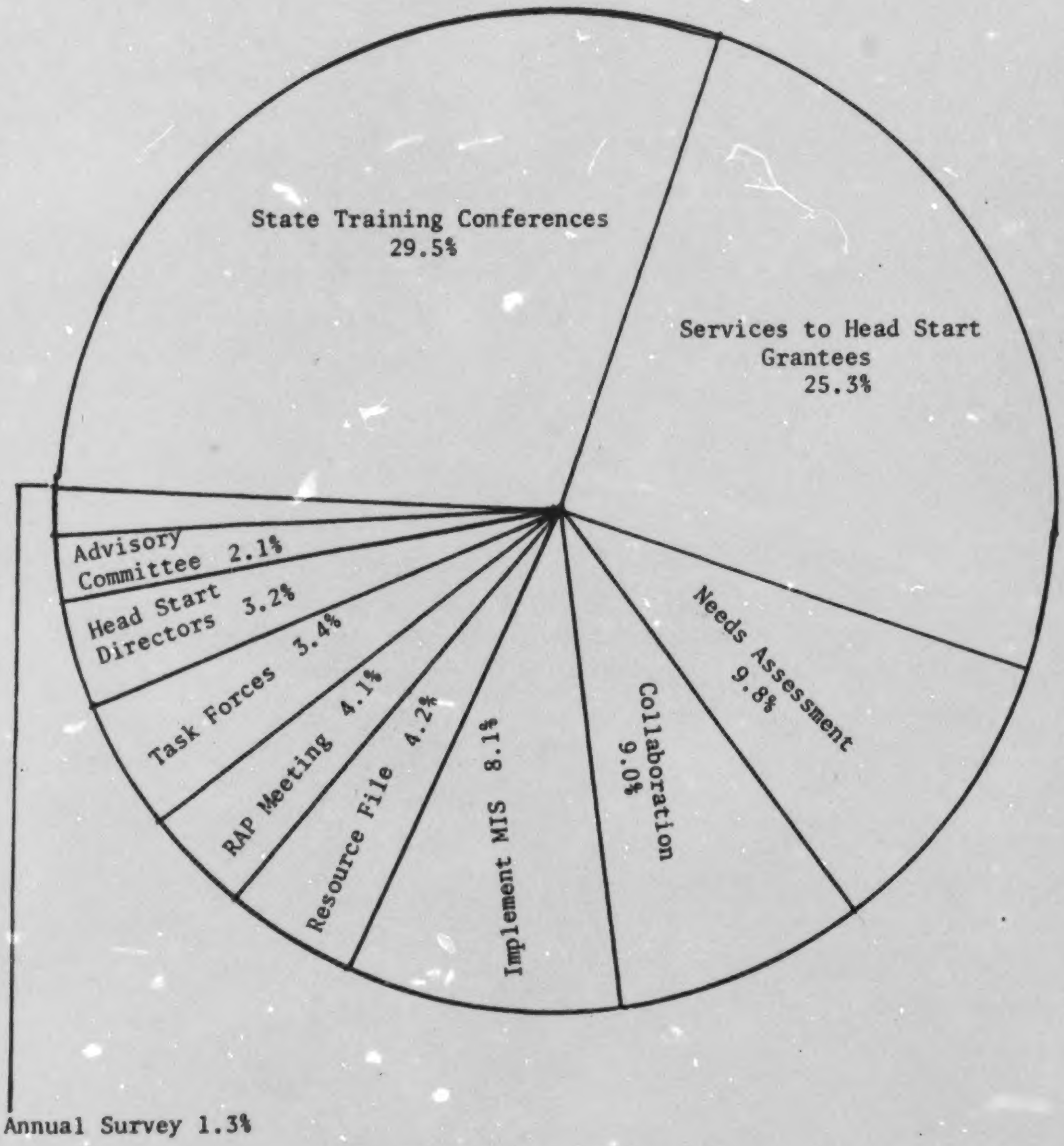

Table 6

Time Sort of RAP Tasks 1981-1982

Tasks

RAP	MSTG CONF	SERV TO HS	NA	COLLAB	MIS	PROV FILE	RAP MTG	TF	HS DIR	AC	AS
New England	36.5	27	4.5	12	2	1	4.5	8	3	1	0.5
NYU	38	20	10	5	6	3	6	6	3	2	1
Region III	30	18	8	15	10	1	4	5	5	3	1
Chapel Hill	40	18	10	6	8	5	4	3	3	2	1
Nashville	45	15	11	5	10	5	5	2	1	1	0
Mississippi	25	24	25	7	4	2	3	2	5	2	1
U of I	23	25	15	15	5	4	3	2	5	2	1
Portage	26	30	8	12	10	5	2	1	2	2	2
Texas Tech	15	42	8	10	8	2	5	2	2	1	5
Region VII	30	41	4	4	8	1	4	4	2	1	1
Denver U.	50	25	5	5	5	1	2	2	2	2	1
Los Angeles	20	25	5	15	10	10	5	5	3	1	1
Pacific	25	30	5	6	15	1	6	2	4	5	1
PSU	20	20	20	10	15	2	3	2	4	2	2
Alaska	20	20	9	5	5	20	5	5	5	5	1
Total	443.5	380	147.5	135	121	63	61.5	51	49	32	19.5
Av. %	29.5	25.3	9.8	9.0	8.1	4.2	4.1	3.4	3.3	2.1	1.3
Time Rank	1	2	3	4	5	6	7	8	9	10	11
Importance Rank	2	1	3	4	5	8	6	9	7	10	11
Delta*	1	-1	0	0	0	2	-1	1	-2	0	0

*The difference score between time spent on a task and importance

The time RAPs allocated to tasks very closely parallels the previous year. Only two reversals in time allocation occurred. RAPs spent more time on collaboration than record keeping this year as they arranged workshops on the topic and facilitated agreements. Many delayed work on the computer until the summer. RAP meetings consumed a slightly greater percentage of time, perhaps because this year RAPs were directed by the RAP program officer to remain for the duration of the five day meetings. The top two tasks, mainstreaming conferences and services to grantees, consumed more time than all other tasks combined. More time was given to serving grantees than the previous year. Also, less time was spent on the resource file and task forces. These trends are perceived as positive indicators which suggest that additional time is devoted to tasks of greater importance and less time consumed by tasks of diminishing importance.

In the sub-sections that follow we review RAPs' performance on each of the eleven tasks.

Task 1: Assist Head Start Grantees in Developing and Updating a Needs Assessment

Each RAP must assess the handicap needs of all Head Start programs in its service area based on each grantee's annual plan for implementing the Head Start national performance standards. The results of these assessments assist RAPs, among others, to determine specific areas in which grantees need training or technical assistance in the handicap component. Contracts do not obligate RAPs to a given format, content or procedure for carrying out the needs assessments. RAPs have devised their own forms and strategies, or have used existing regional systems to collect the information. Assessment information is gathered in person at meetings or on-site, via written forms which are mailed to grantees and returned to RAP, phone calls, or in some cases, through a combination of all three. Follow-up phone calls are typically made to grantees who have received needs assessments by mail. In addition to the needs assessments, RAPs must keep in touch with grantees through periodic phone canvasses, once a quarter at a minimum. The canvasses are usually less specific and less structured than the needs assessments, but serve as a continuous point of contact with grantees, enabling RAPs to check on whether grantees need their help. RAPs placed this task in third order of priority.

At the time of the spring evaluation site visits RAPs had assessed the handicap needs of 93 percent of all Head Start grantees. This compares to 92 percent last year, and 88 percent two years ago. Eight RAPs (Nashville, Mississippi, Portage, Region III, University of Denver, Pacific, Portland State University, Alaska) had assessed 100 percent of the grantees in their service areas. New England, Los Angeles and NYU RAPs had assessed the needs of 96, 91 and 90 percent of their grantees. The University of Illinois showed the lowest return, 70 percent. The percentages of completed needs assessments at the remaining RAPs ranged between 73 and 89 percent.

Procedures for the collection of needs assessment responses varied. Thirteen RAPs conducted formal needs assessments. The remaining two (NYU and Alaska) conducted periodic informal assessments by phone. Four RAPs used needs assessments that had been developed for regional use. The needs of grantees in Region III RAP's service area were gathered by state training offices (STOs) and forwarded to RAP. Chapel Hill and Mississippi RAPs used a needs assessment that was administered by the Specially Funded Cluster Coordinators (SFCs), who collected and tabulated the information and returned it to the RAPs; two assessments were conducted, one for administrators and a separate one for teachers. In Region VI information was gathered by the 32 consortia, and the results were forwarded to Texas Tech.

Twelve of the RAPs conducting formal needs assessments used a written form. The remaining RAP, Portland State University, gathered all information by telephone, having first sent a copy of the questions to each grantee and scheduling a specific week during which RAP would call the grantee. New England RAP conducted two needs assessments during the program year, the first in the fall, which identified immediate, short-term needs, and the second in the spring, which was more in-depth. The University of Denver RAP used a three part, color-coded needs assessment form to be filled out and returned by each teacher, handicap coordinator and director in RAP's service area.

In addition to mail and phone data collection some RAPs supplemented needs assessments with census information, in person at Head Start directors' meetings and training conferences, and from conference evaluation forms. Most RAPs informally inquired about a program's needs every time they contacted the grantee.

Telephone canvasses were conducted by RAPs to identify needs that may have arisen since the formal needs assessment, to notify grantees of coming events, and to remind grantees of RAP's availability and services. Seven RAPs (Region III, Chapel Hill, Nashville, University of Illinois, University of Denver, Los Angeles, and Pacific) canvassed grantees quarterly. Two RAPs (New York University and Portland State University) canvassed three times and three (New England, Portage and Region VII) canvassed twice this year. Texas Tech RAP was in contact with grantees five times, and Mississippi RAP contacted grantees bi-monthly. Alaska RAP maintained contact at least monthly. For four RAPs (NYU, Region III, University of Illinois, and Portage) each canvass began with a specific lead-in topic.

When asked to identify Head Start's greatest needs, eleven RAPs reported that grantees had asked for assistance in developing and implementing individual education plans (IEPs) and the individualization of programming for handicapped children. For the third year in a row this was the most frequently cited need. Ten RAPs, twice the number from a year ago, noted that grantees wanted more assistance in working with parents and families of handicapped children. Ten RAPs also cited one or more handicapping conditions for which grantees desired continued and/or more advanced training and information. The most frequently mentioned were emotional disturbance, learning disabilities and speech and language -- the same three identified a year ago, and in the same order of frequency. Less frequently cited were mental retardation, health, hearing, orthopedic and physical impairments. Head Starts also asked for more assistance related to behavior, classroom and program management, working with public schools, integration of components, timely and correct diagnosis, administration of the handicap component, screening, assessment, recruitment, transition, and home-based options. Needs less frequently mentioned but still worthy of note were assistance in working with child abuse, gifted and talented handicapped children, and coping with stress.

This year needs assessment forms (either those filled out by the grantees or by RAP over the phone) were reviewed by RLA. Each of the thirteen RAPs using a written form included questions asking grantees what their training, technical assistance and, in some cases, direct service needs were. Eight RAPs inquired about grantees' material and resource needs. Census information was collected by ten RAPs. Two RAPs asked grantees to identify dates when their program would like to receive training. One RAP included a check-off sheet listing suggested topics for workshops. Eight RAPs inquired about grantees' collaboration efforts with public schools; and four asked specifically about efforts to deal with transition from Head Start to public schools. Six inquired about the number of Head Start staff who have completed CDAs or whose credentialing is in progress.

Task 2: Establish and Update a File of Resource Providers

Each RAP must establish a file of service providers and resources offering specialized assistance to Head Starts working with handicapped children. The files are updated by identifying and adding new resources, and eliminating providers who have not been used or have been unsatisfactory. This task ranked eighth in order of importance. A total of 6,804 entries are catalogued by the RAP network for use by Head Starts. This represents an increase of 333 over the total reported last year, and approximately 2,750 -- a 68 percent increase -- over a five year period. Entries at individual RAPs ranged from a high of 1,263 at Texas Tech, to a low of 134 at the University of Denver, and averaged at 454. The number of entries increased at six RAPs, remained approximately the same at five, and decreased at four.

Of the total number of resources catalogued network-wide, RAPs reported that 769 are used actively, an average of 51 per RAP, with a high of 95 at Texas Tech, and a low of six at Los Angeles. A project-by-project breakdown of services providers is shown on the following page.

RAPs tend to use their own in-house resources as much as possible, but periodically turn to service providers for direct services to grantees (e.g., screening) and individual children (e.g., therapy), as trainers at RAP conferences, and for information and materials. The increases are characteristic of an expanding network rather than an increased reliance on providers.

RAP	No. Service Providers and Resources	No. Used Frequently
New England	208	70
New York University	431	30
Region III	796	70
Chapel Hill	600	55
Nashville	273	51
Missisisppi	250	87
University of Illinois	300	63
Portage	350	75
Texas Tech	1,263	95

RAP	No. Service Providers and Resources	No. Used Frequently
Region VII	612	50
University of Denver	134	30
Los Angeles	393	6
Pacific	294	15
Portland Stare University	150	30
Alaska	750	42
TOTAL	6,804	769

Task 3: Service to Grantees

This contract task obligates RAPs to provide service and materials to Head Start grantees. Ranked first in priority by RAP staffs, the task is fundamental to the RAP program and all other tasks follow from it. The intent of the task is sweeping, because it carries with it support services to a community broader than Head Start grantees alone. Although three of every four requests for service have come to RAPs from Head Start programs, RAPs provide assistance on handicap related issues to state and local education agencies, other resource providers, families, students, and to the Head Start community at large (ACYF regional and national contractors, to other RAP projects within the RAP network, and to ACYF regional staffs).

This section reports on the services that RAP delivers to all of its constituents. The work of the project is documented through a record keeping system tailored to the requirements of the RAP network. The record keeping system, discussed as Task 10 of this report, divides the workload into activities (day-to-day requests for training, technical assistance, information, materials, and facilitation) and task records (work related to RAP contract tasks, usually more substantive and time intensive than activities).

The evaluation of RAPs' service delivery must consider an analysis of activities and task records. There is some overlap with other sections of this report. Here we will furnish a quantitative analysis of the content of activities and task records; substance will be treated in other appropriate sub-chapters.

An Analysis of RAP Activities

Each activity may take from as little as a few minutes to transact to as much as half a day. Some typical activities are listed below:

- A Head Start staffer called RAP for training materials to use at a meeting for parents to introduce the concept of mainstreaming because a new child with spina bifida will enter the program.
- A new handicap coordinator called RAP for assistance in developing a handicap plan for the Head Start program.

Table 7

Characteristics of RAP Activities, 1981-1982

(Percents may not total 100 due to rounding)

	Overall	NEW England RAP	NYU RAP	REGION III RAP	CHAPEL HILL RAP	NASH VILLE RAP	MISSIS-SIPPI RAP	U OF I RAP	PORTAGE RAP	TEXAS TECH RAP	REGION VII RAP	DENVER U RAP	LA RAP	PACIFIC RAP	PSU RAP	ALASKA RAP
Type																
Facilitation	2 %	2 %	2 %	2 %	1 %	1 %	3 %	<.5 %	2 %	<.5 %	-	3 %	3 %	11 %	1 %	5 %
Training	3	1	1	1	1	1	-	-	3	18	-	1	-	2	3	1
TA	6	8	11	5	4	4	5	3	4	6	2	3	24	7	2	4
Information	24	14	14	16	33	25	29	19	31	5	33	14	29	38	46	54
Materials	65	75	72	76	61	69	63	78	60	71	65	79	44	42	48	36
Requestor																
Head Start	74	90	86	85	55	91	67	84	84	84	55	88	81	41	68	17
Non-Head Start[a]	26	10	14	15	45	9	33	16	16	16	45	12	19	59	32	83
H.S. Staff Level																
Director	19	11	11	11	6	10	7	17	6	70	21	18	11	51	17	22
Handicap Coord	44	42	49	17	64	69	50	57	72	20	66	41	79	15	27	13
Teacher	19	39	9	52	4	13	22	3	14	4	4	31	4	-	11	19
Other[b]	18	8	31	20	26	8	21	23	8	6	9	10	6	34	45	46
Provider																
RAP	94	98	97	98	96	96	99	97	86	78	99	95	97	87	93	93
Other[c]	6	2	3	2	4	4	1	3	14	22	1	5	3	13	7	7

Geographic Distributions: New England: 31% Massachusetts, 28% Connecticut, 9% Maine, 9% New Hampshire, 15% Rhode Island, 4% Vermont, and 4% Other; NYU: 67% New York, 25% New Jersey, 2% Puerto Rico, 1% Virgin Islands, and 5% Other; Region III: 4% Delaware, 38% Pennsylvania, 6% District of Columbia, 5% West Virginia, 34% Maryland, 12% Virginia, and 1% Other; Chapel Hill: 28% North Carolina, 5% South Carolina, 14% Georgia, 12% Florida, and 41% Other; Nashville: 34% Tennessee, 42% Kentucky, 21% Alabama, and 3% Other; Mississippi: 91% Mississippi, and 9% Other; University of Illinois: 41% Illinois, 43% Ohio, 12% Indiana, and 4% Other; Portage: 38% Wisconsin, 27% Michigan, 29% Minnesota, and 6% Other; Texas Tech: 22% Louisiana, 8% Arkansas, 40% Texas, 8% Oklahoma, 17% New Mexico, and 5% Other; Region VII: 16% Iowa, 21% Kansas, 25% Nebraska, 32% Missouri, and 6% Other; Denver University: 40% Colorado, 21% Utah, 4% North Dakota, 13% South Dakota, 17% Montana, 3% Wyoming, and 2% Other; Los Angeles: 83% California, 9% Arizona, 3% Nevada, and 5% Other; Pacific: 46% Hawaii, 19% Guam, 4% Commonwealth of Northern Mariana Islands, 16% Pacific Trust Territory, and 15% Other; Portland State University: 44% Washington, 10% Idaho, 37% Oregon, and 9% Other; Alaska: 78% Alaska, and 22% Other.

Notes: (a) Includes LEAs, SEAs, other RAPs, Regional Office, Resource Providers, etc. (b) Includes personnel from other program components. (c) Includes Regional contractors, resource providers, other RAPs, SEA, Regional Office, etc.

- A diagnostician called RAP for a copy of the Head Start diagnostic criteria.
- A Head Start called RAP for assistance in working with a child who is eligible for the services of the public school but has not yet received them.
- A Head Start handicap coordinator sought information about making the facility barrier free.
- A home visitor needed help selecting language stimulation techniques for use by the parent of a developmentally delayed child.

Activities are recorded on standardized forms and uniform definitions are intended to bring RAPs closer to recording events consistently. The evaluation staff reviewed activities completed during a nine month period from July 1, 1981, to April 1, 1982. The reporting period conforms with those covered by previous evaluations. Each activity was coded, sorted and tallied by type, requestor, geographic origin, content, and provider of services can be seen in Table 7, Characteristics of RAP Activities, 1981-1982.

The distribution of activities along these dimensions follows patterns set years ago. Despite changes in staff, alterations in mandate, changes among contractors, and alterations in the recording system, the established trend prevails. Table 8, Activity Findings, 1976-1982, shows that the volume, established in the second year, has been sustained at a relatively constant yet increasing level.

Table 8

Activity Findings 1976-1982

	Volume	Activity Type		Provider Type	
Year		Service	Materials	RAP	Other
1976-77	1027	44 %	56 %	69 %	31 %
1977-78	3515	61	39	72	22
1978-79	3448	51	49	89	11
1979-80	4467	43	57	91	9
1980-81	3625	37	63	92	8
1981-82	3819	35	65	94	6

Characterized by type, activities are oriented to providing materials or wares rather than services, a trend progressively apparent since the second year. (Recording practices have reinforced this trend as many services are now recorded as task records). Within the service classification, there have been inappreciable fluctuations in the percentages of training, technical assistance, facilitation, and information types of activities. Requestors are predominantly Head Start staff, primarily persons responsible for coordinating handicap services followed by directors, other administrators, and teachers. Providers of the services or materials that satisfy almost all requests are RAPs (94%); for the remainder, requestors are linked with other resource providers.

Volume

The number of activities completed by RAPs during the nine month reporting period was 3,819, about 5,100 if annualized. Except for the 1979-1980 reporting period, this is the highest volume to date. Volume has increased 11 percent over the previous reporting period (after adjusting for the additional two weeks in the reporting period of the previous year). An individual RAP transacts an average of 28 activities per month. For the first time, all projects completed over 100 activities during the evaluation term.

There is a moderate but not absolute correlation between numbers of grantees and volume. RAPs with many grantees tend to have high volume. Those with the highest volume this year are Region III (442), Texas Tech (388), and Chapel Hill (397). All serve large numbers of grantees or children, or both. Texas Tech has shown the most dramatic increase in volume over the past year due to larger numbers of requests for on-site training and wide dissemination of LATON and RAP materials. Chapel Hill and Region III RAPs were high volume projects last year also. New England, University of Illinois and NYU constitute the cluster with the next highest volume, between 351 and 267 activities.

The majority of projects form the cluster approaching, or below, the mean volume. Alaska, University of Denver, PSU, Region VII, Portage, Los Angeles, Mississippi, and Nashville range between 222 and 173 completed activities.

Most of these projects serve low numbers of grantees, have had vacant staff positions, or have had new staff to orientate. Nashville, PSU, and University of Denver each has increased its volume substantially over the previous year, however. The Pacific RAP with only 12 grantees to serve shows the lowest volume, 114; this represents a substantial drop from the previous year, in part, due to abbreviated recording practices.

Activity Type

Activities are classed as materials, information, training, technical assistance, or facilitation and defined as:

> Training: Presentation and instruction usually to develop a skill and often given in a group setting. This includes training from that which is brokered to all training that has no financial support from RAP.
>
> Facilitation: The process of promoting, stimulating, or fostering action among agencies/organizations or between specific providers and Head Start which potentially results in an ongoing relationship.
>
> Information: Providing information to requestors either by telephone or in writing. This communication can include information on materials, policy, and general facts.
>
> Materials: Loaning or distributing wares, including RAP products, audio visual equipment, and commercial print.
>
> Technical Assistance: Advice, input, or direction, usually requiring specific professional expertise, most often rendered on a one-to-one basis, for a short term, either provided or arranged for by the RAP. All brokered TA that has no financial support from RAP is entered here.

Table 9 below presents the classification of activities by type for four years.

Table 9

Distribution of Activities by Type, 1977-1982

Transaction Type	1977-78	1978-79	1979-80	1980-81	1981-82
	%	%	%	%	%
Services					
Brokerage	12	8	N/A	N/A	N/A
Facilitation	7	2	3	3	2
Training	8	5	4	2	3
TA	8	5	8	6	6
Information	26	29	28	26	24
Wares					
Materials	39	49	57	63	65

As noted before, wares, or materials, account for an increasingly larger portion of activities. Exclusive of the distribution of ACYF mainstreaming manuals (20%), materials account for 45 percent of the workload, comparable to the level of effort prior to the mandate for RAPs to disseminate the manuals. Within the sub-classifications of services there is very little fluctuation in the overall workload. About one-quarter of the activities address information needs and just over 10 percent are divided among training, facilitation, and technical assistance.

Within the caseloads of individual RAP projects, there is diversity among the types of activities. (See Table 7). The two RAPs serving the most remote areas, the Pacific and Alaska, exhibit the highest percentages of requests requiring facilitation because they are one of the few links between resources and Head Start programs. For all RAPs, less than three percent of the activities are characterized as training, except at Texas Tech where training far out-ranks the other types. This RAP arranged for on-site training to 69 requestors, usually through the LATON staff, a project funded by the regional office at Texas Tech. In the technical assistance category, Los Angeles RAP clearly exceeds the levels of other contractors, because many Head Start programs, particularly in California, seek guidance on special education laws as agreements between public schools and local Head Start programs are formed.

The greatest divergence from the norm is apparent in the range of percentages of information requests -- five percent of the caseload at Texas Tech and 54 percent in Alaska. There is also a wide range in the portion of the caseload that comprises materials. For the majority of RAPs, materials are rather evenly sorted between mainstreaming manuals and other materials, and they comprise between 60 and 79 percent of the caseload. However, at the four western projects -- Los Angeles, Pacific, PSU, and Alaska -- materials account for between 35 and 44 percent of the caseload, and the distribution of mainstreaming manuals is of minor significance. At the University of Illinois RAP, materials embody 78 percent of the transactions, 70 percent of which are materials abstracted from the RAP's resource library; only eight percent are requests for mainstreaming manuals.

Requestor Type

Another pattern established in the first year of the RAP program and solidified over time, is the rise in the percentage of requests placed by Head Start programs. Seventy-four percent of the requests for RAP services come from Head Start programs, a 19 percent increase over last year. Although other requestors also draw upon the RAP knowledge and expertise, the RAP network was designed for local Head Start programs and they remain the primary recipients.

Non-Head Start requestors include resource providers, ACYF regional and national offices and their contractors, SEAs, LEAs, and a random smattering of others ("others" include parents, students, individuals without affiliate agencies, day care teachers, and so forth). Network-wide, the distribution of services to non-Head Start requestors breaks out as follows:

• resource providers	7.3 %
• SEA/LEA public schools	4.9
• other RAPs	3.8
• regional contractors	3.1
• Regional Offices	1.0
• others	5.5

The distribution of requests by non-Head Starts closely parallels that of the previous year but with a slight decrease (.5%) in every category, except regional contractors.

RAPs with larger representations of non-Head Start requestors are Alaska (83%), Pacific (59%), Chapel Hill (45%), and the Region VII (45%). Alaska RAP provides a large share of services to the SEA and LEAs (21%) and to other resource providers in the state (31%). Likewise, the Pacific, where vast areas have few resources, RAP serves a substantial number of resource providers (14%) as well as various "others" (24%). Traditionally Chapel Hill has been a supplier of materials to the RAP network (13%), to resource providers (10%), and "others" (11%). The Region VII RAP has processed a significant share of requests from SEAs and school districts (15%).

As in previous analyses, this year's data show that RAPs' work with Head Start programs is most frequently through handicap coordinators (44%). The remainder of the Head Start-generated requests are split evenly among directors (19%), teaching staff (19%), and others (18%). Component coordinators comprise almost all "others". Interaction with directors is less important than when the RAP program was new and introducing its services through higher administrative channels. Since the advent of RAP mainstreaming conferences, teaching staff have had increasing contact with RAP; eight percent of the requestors were teachers in 1978-79, the first year training conferences were offered, and rose to 19 percent this year. One of the chief objectives of the conference effort was to ensure that training was received by the Head Start staff who work directly with handicapped children and our analysis of RAP activities suggests that supportive services and materials reinforce the training experience.

Provider Type

RAP staff directly provide the services or materials that respond to requestors needs. Ninety-four percent of the activities identify RAP as a provider. This is another pattern that was established early in the RAP program and has become increasingly more operative.

	Provider Type	
	RAP	Others
1982	94 %	6 %
1981	92	8
1980	92	8
1979	92	8
1978	78	21

When RAP links a requestor with some other provider, it is most often ACYF regional office contractors or the regional office (3%), an agency or individual (2%), or another RAP (1%).

RAPs whose activities have a larger representation among providers are Texas Tech (22%), which supplements RAP staff with LATON staff for on-site training, Portage (14%), which often recommends the use of more than one provider, especially regional contractors and third party providers, and Pacific (13%) which, due to distances, must recommend other resource providers to give on-site assistance.

Content

The substance of activities has been organized into content attributes appropriate to the RAP workload. When activity forms are filled out, the details of the request are coded by content attributes; one, or a combination of up to four may be used to characterize a RAP activity. There are 41 content attributes which cover the spectrum of RAP requests. To facilitate our recording, RLA staff added an additional four categories (miscellaneous materials, miscellaneous information, general information about RAP, and other). The content attributes are listed in Table 10, Content Attributes, 1981-1982, organized into broader categories relating to administrative services, intervention services, children's issues, instructional issues, education services, and other services/issues, and showing frequency of occurrence this year.

Ranked by frequency, the analysis of the content of activity records reveals that the RAP network responds to requests in the following distribution:

- Forty percent of all activities involve educational services
- Twenty-eight percent of all activities involve administrative issues
- Twenty percent of all activities involve children's issues
- Twenty-one percent of all activities involve intervention services
- Eighteen percent of all activities involve other services
- Nine percent of all activities involve instructional issues

The educational services category includes one attribute that accounts for the major share of the distribution of materials by RAPs, namely the distribution of the ACYF manuals on mainstreaming preschoolers. Not only do RAP services target education for handicapped children but these also extend to the education of all children in Head Start classrooms. RAP staff offer substantial assistance for parents of children with handicaps, and for teaching staff dealing with issues of mainstreaming, child development theory, nutrition, and adapting either facilities or equipment to suit children with handicaps.

Table 10

Content Attributes, 1981-1982

1,513 40% **Educational Services:**

Adaptive Equipment/Environment	46	Classroom Management	32
Child Development Theory	58	Teaching Methods	73
Behavior Management	38	Working With Parents	274
Manuals	765	Mainstreaming	193
Nutrition	34		

1,059 28% **Administrative Services:**

Administrative Planning	134	Legislation/Regulation	119
Certification/Licensing	18	Handicap Fiscal Management	78
Head Start Policy/Regulation	196	Handicap Staff Management	206
Transportation	8	Collaboration	161
Advocacy	46		
Recruitment	93		

810 21% **Intervention Services:**

Assessment	194	Curriculum	120
Diagnosis	84	Treatment	22
Screening	187		
IEP	203		

746 20% **Children's Issues:**

Child Abuse	18	Gifted/Talented	25
Visual Impairment	39	Mental Retardation	38
Emotional Disturbance	70	Learning Disabilities	55
Health Impairment	102	Hearing Impairment	51
Orthopedic	93	Speech	203
Blind	40		
Deaf	12		

676 18% **Other Services/Issues:**

Miscellaneous materials	252
Miscellaneous information	333
General RAP information	70
Other	21

359 9% **Instructional Issues:**

Multicultural	37	Special Education	52
Bilingual	47		
Homebased	223		

Ranking second in frequency is the category that responds to requests on Head Start administrative issues. RAPs lend programmatic support to Head Start staff for policy, legislation and regulation on services to the handicapped, planning and management of the handicap effort, and collaboration with other agencies serving young handicapped children.

The next two categories that describe the substance of RAP activities relate directly to handicapped children, the ultimate beneficiaries of RAP services. Intervention services include the processes of screening, assessment, diagnosis, and treatment of children with special needs as well as any aspects of the individualized education program or curriculum structured for the children. Children's issues include all references to specific handicaps (blindness, speech impairments, emotional disturbance, and so forth) as well as the special needs of children who are gifted or suffer from abuse and neglect.

The "Other services" category, as we have noted, has been employed by RLA field analysts when 1) requestors ask for general information about RAP or 2) receive materials or information whose content does not easily correspond to other content attributes.

Finally, instructional issues, like educational and administrative services, usually respond to the needs of Head Start staff either as they implement the homebased program option, accommodating it to the demands of children with handicaps, or offer services which are appropriate in language and cultural context. This category also includes instructional issues pertaining to special education.

The diversity of content attributes displays the comprehensive capacity of the RAP network to respond to the needs of individual requestors who seek to improve services to young children with handicaps.

An Analysis of RAP Task Records

As noted earlier in this section, task records document work related to specific contract tasks. They are more substantive and time intensive than activities, usually requiring one or more days of work by a RAP staff member. A task record subsumes in it many minor events, e.g., one documenting the needs of Head Start grantees can include the development of the assessment instrument, a pilot test, training on the use of the instrument, a mass mailing to all grantees inviting them to participate, the collection of information by phone or mail, analysis of the findings, and distribution of results to grantees.

The computer task force standardized a form for recording tasks, and developed a handbook with recording instructions. The classification of task records, with examples of each type follow:

Classification	Examples
Needs Assessment	The process of developing an appropriate form and collecting data on the needs of Head Start programs; the collection of Head Start census data.
Conference	State-wide conferences on mainstreaming conducted by RAP staff and consultants. The equivalent of a state-wide conference may be several workshops for clusters of grantees, or planned, on-site training for individual grantees.
Training	Training provided by RAP staff or paid for by RAP staff, conducted on-site or at a large workshop and tailored to the individual needs of the participants. Topics include working with parents of handicapped children, writing and implementing IEPs, implementing federal regulations for making structures accessible to the handicapped, etc.
Technical Assistance	Ongoing or intensive technical support to a new handicap coordinator; development of a handicapped plan for services to handicapped children; assisting Head Start staff to locate appropriate services for a blind child; assisting in the implementation of a collaborative agreement between a Head Start program and a public school.
Advisory Committee	The process of selecting members for the RAP advisory committee and conducting the meetings.

Classification	Examples
Meeting	Presenting at, or attending, meetings of Head Start directors, RAP directors, professional societies, ACYF regional contractors, local handicap coordinators.
MIS	Implementing the RAP record keeping system.
Collaboration	Ongoing efforts facilitated by RAP between Head Start and state and local education agencies, public schools, departments of health, SSI, for the benefit of handicapped children.
Task Force	Ongoing participation on one of the RAP network task forces.
Special Project	Mass mailings to Head Start programs or other user groups; the development of media; conducting research on RAP related issues; participating in radio or television presentations; developing or maintaining a lending library of materials.

The system for recording task records was adopted originally because some RAP activities were by nature more demanding on RAP staff time and expertise than others. The separation of these types of events from the day-to-day requests, and the detailing of the entries that constitute the effort, accurately portray the substantive activities undertaken by individual projects and distinguish innovative efforts. Task records reveal the differing approaches and philosophical leanings of individual projects, such as their relative emphasis on interagency collaboration or on-site training or media development.

While, the record keeping system has accomplished its purpose, it has flaws. (The problemsome recording practices will be described under Task 10, Implement an Automated Information and Retrieval System; here, we shall highlight only those practices which affect the number of task records.) Records are not kept uniformly across all projects, and at the local project level, different staff members use differing recording practices. Not every RAP is using the prescribed task record form. Some tasks are not recorded at all. For example, one-third of the RAPs did not record the implementation of the management information system.

The numbers of trainees are not recorded for on-site training provided by some RAPs. Events which should be subsumed under one task record are frequently recorded as a separate task record, thereby inflating the numbers of records. When coding and tallying task records, RAP staff corrected some of the recording problems and duplicate records were eliminated.

The analysis that follows is based on the revised tallies of records gathered during site visits to RAP projects. These task records were initiated during the period from July 1, 1981 to April 1, 1982. Table 11, Characteristics of Task Records 1981-1982, gives the characteristics of task records for the 1981-1982 project year.

In total 1,015 task records were recorded during the nine month period, an increase of 20 percent over the previous reporting period when 843 were recorded. On the average, each RAP recorded 68 task records, representing almost two large scale, substantive efforts per week at each RAP. The number of task records increased at eleven RAPs, and decreased appreciably only at the Pacific RAP. RAPs with below average volume last year increased their efforts, most notably, at Nashville, University of Illinois, and Portage RAPs. Texas Tech and Region III RAPs have the highest number of records; the former caused by the large number of on-site training sessions; the latter due to a variety of special projects. PSU has the lowest numbers of recorded task records, 44.

The proportionate distribution of task record by type for the past three years is shown below.

	1981-82	1980-81	1979-80
Training	17 %	20 %	20 %
Mainstreaming conferences	16	18	18
Presentations and "other" meetings	20	12	13
Technical assistance	7	8	8
Mass mailings	7	9	8
Collaboration	8	11	7
Head Start directors' meetings	6	5	5
Advisory Committee meetings	2	2	3
RAP meetings	1	3	3
MIS implementation	1	0	2
Needs assessments	2	3	2
Task forces	2	3	2
Special projects	10	7	9

Table 11

Characteristics of Task Records, 1981-1982

Content of Task Records	Total	New England	NYU	Region III	Chapel Hill	Nash-ville	Missis-sippi	U of I	Portage	TT	Region VII	Denver U	LA	Pacific	PSU	Alaska
Training	171	23	7	16	8	19	7	5	3	26	15	1	9	12	15	15
Mainstreaming conferences*	164	7	9	14	15	12	7	11	9	13	7	25	10	11	7	7
Collaboration	77	8	3	7	2	2	7	3	4	4	3	9	13	8	2	2
Mass mailings	75	2	8	1	5	4	4	9	19	12	0	4	3	3	1	0
Technical assistance	71	12	8	5	4	1	5	0	1	9	2	1	4	3	9	7
Head Start dir. meetings	62	2	6	2	0	3	5	6	4	10	13	2	1	5	0	3
National RAP meetings	14	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
Advisory committee meetings	15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Other meetings	206	11	9	14	26	24	26	4	18	17	14	10	16	8	3	6
Task forces	23	1	2	3	2	1	2	1	0	3	1	1	3	1	1	1
Needs assessment/census	24	2	1	2	1	3	1	2	1	1	1	1	1	2	2	2
MIS	10	1	0	1	1	1	1	1	1	0	0	0	1	0	1	1
Special projects	103	8	4	18	16	5	5	11	8	1	6	0	6	9	2	4
TOTAL	1015	79	59	85	82	67	72	55	70	99	64	56	69	64	44	50
AVERAGE	68															

*or the equivalent

Only in the percentage of presentations and "other" meetings has there been a significant shift in distribution. During the current year, the number of recordings in this category has doubled. For all other categories, the distributions of type follow patterns established over the years. The special projects category showed a numerical increase of 46 records over the previous year.

Training

Because task records document activities associated with contract tasks, their content is treated in detail in other sections of this report. But the most valued service cited by Head Start programs in the evaluation telephone survey is the training offered by RAP projects. The training is delivered through mainstreaming conferences (or their equivalents) and in individually designed sessions usually delivered to grantees on-site.

This year for the first time, evaluators collected data on the number of participants receiving RAP training from sources other than mainstreaming conferences, or their equivalents. In total 171 training sessions were delivered on-site during the nine-month reporting period.

	No. Training Sessions	No. Trainees
New England	23	535*
NYU	7	278
Region III	16	173**
Chapel Hill	8	40**
Nashville	9	197*
Mississippi	7	No data**
University of Illinois	5	100
Portage	3	61**
Texas Tech	26	1,868*
Region VII	15	539*
University of Denver	1	11
Los Angeles	9	130**
Pacific	12	117*
Portland State University	15	49**
Alaska	15	116*

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*data unavailable in some records
**data unavailable in most records

Data on numbers of trainees were available from 64 percent of the training task records. Nonetheless from those records reporting numbers of trainees, 4,214 persons received RAP training last year through individualized sessions delivered on-site. Extrapolating based on unknown values, a total of 5,739 received RAP training during the current reporting period.

Summaries of Task Records By RAP

The New England RAP has among the highest recordings of task records. The 79 records show a diversity of efforts including the second highest incidence of on-site training, the greatest number of records documenting ongoing technical assistance, among the highest occurrences of collaborative efforts, and several special projects. Superimposed over the entire work effort, is the demanding assignment of chairing the computer task force and managing the development of software for the management information system used throughout the RAP network. This RAP has achieved a signed collaborative agreement in the state of Connecticut this year as a consequence of joint efforts of an interagency task force coordinated by the RAP with representation from the regional office, SEA, and Head Start programs. Collaboration has progressed in varying stages with the other New England states, with Developmental Disabilities in the state of Massachusetts, and one agreement has been signed between a local education agency and a Head Start program as a result of RAP's intervention. For the second year RAP has sponsored mainstreaming conferences at which staff from Children's Hospital presented a full-day session; this year's training focused on child abuse of the developmentally disabled child. Meetings are periodically conducted by RAP for handicap coordinators in Massachusetts and Rhode Island. Through on-site training activities this year, RAP has trained over 535 persons in sessions whose concentration ranged from such general topics as sensitivity toward children with handicaps and working with families of the handicapped to more focused topics of IEPs, use of a specific screening and assessment tools, and speech and language problems. On two occasions RAP offered training sessions to regional office staff.

NYU recorded the same number of task records as in the previous year, 59. They show the completion of efforts begun last year as well as newly undertaken endeavors. Among the projects initiated last year and recently completed are the establishment of a resource library and the development of an issue paper on asthma. Collaborative work continues with the two SEAs on the mainland, although RAP is more directly involved with New York. In this state RAP initiated meetings between Head Start programs and the SEA, leading to the development of an agreement; RAP also assisted with a survey documenting handicapped three-, four-, five-year-olds served in Head Start programs throughout the state. The survey results were forwarded to LEAs which receive reimbursement for services to these children from federal sources under PL 94-142.

Like other RAPs with enormous metropolitan Head Start grantees, NYU has provided special assistance to the grantee serving New York City: RAP offered a three-day mainstreaming conference for this program; trained 63 education coordinators and coordinators of services to the handicapped in a session on mainstreaming handicapped children; met with the directors of ten new delegate agencies to orient them to RAP services; and critiqued a video tape developed by one of the delegate agencies. In seven individualized sessions, throughout the region, RAP trained 278 persons in workshops on movement activities, how children approach tasks,generic concepts of mainstreaming, and detecting emotional problems. Of note among the task records, was the case of a critically ill child from a Head Start program. The sensitive and timely intervention of RAP and Head Start staff provided an alternative professional opinion on optic neuritis that had caused sudden blindness in the child, released Head Start funds for transportation to the out-of-town hospital, eased the family through hospital intake procedures, and interpreted the medical diagnosis.

The second highest number of task records, 85, was recorded at the Region III RAP. The workload is characterized by high numbers of on-site workshops, mainstreaming conferences, special projects as well as participation at numerous meetings and several instances of collaborative work with State Education Agencies and other providers of service to handicapped children including Developmental Disabilities at the regional and local levels, and Howard University. A collaborative agreement has been signed in Delaware this year and a similar outcome is anticipated in the future in Pennsylvania. A singular effort was undertaken by the RAP to assist the Washington, D.C., Head Start grantee in meeting its mandate to serve children with handicaps. In so doing, RAP encouraged area-wide providers to refer children to Head Start, met with Head Start staff to coordinate recruitment strategies, arranged for the evaluations of 44 children with suspected handicaps, and provided specialized training and technical assistance to selected delegate agencies throughout the city. RAP conducted 14 mainstreaming conferences throughout the region in locations that enabled grantees to attend with minimum travel. Additionally, 16 on-site training workshops were offered by RAP staff or their cadre of specialists at the Georgetown Child Development Center; subjects varied widely and included hearing problems, screening high risk children, working with parents of handicapped children, stress and burnout, learning disabilities, observation skills, warning signs of emotionally disturbed children, and training for staff on the use of an audiometer. (Only at three of the workshops were data available on the numbers of trainees; 173 persons were trained at these sessions.) Among RAP's special projects number a survey of LEA/Head Start collaborative efforts in the state of Maryland, completion of the Collaborative Workbook, and the development of three video tapes on attitudes and expectations of teachers and parents vis-à-vis handicaps, mainstreaming orthopedic children, and behavior management.

The 82 task records of the Chapel Hill RAP characterize this project's approach to their contract tasks through numerous innovative special projects and continuing work with the Region IV Specially Funded Cluster network. Nineteen meetings with Specially Funded Cluster Coordinators in the four-state area were recorded. Among the special projects undertaken this year were the development of a new training curriculum, "Special Friends," which fosters positive attitudes in children toward the disabilities of their peers; an analysis of local education agency Head Start agreements; a review of licensing requirements for speech professionals and their ramifications for Head Start staff; the development of a slide show on the role of the Specially Funded Coordinators; and reviewing a book, Home Activities, which help parents build upon the classroom activities of their children. The two collaborative task records show RAP's assistance to the North Carolina SEA for a survey of preschool special education services in the state, and cooperative work with a Personnel Preparation grantee to insure Head Start participation at a series of six workshops, "Helping High Risk Children in the Classroom." The task records on the RAP advisory committee shows the reorganization of its membership into four committees, one in each state. In addition to the mainstreaming conferences, conducted for clusters of grantees, RAP delivered eight training workshops on-site. (At only one of these were numbers of trainees documented, 40.) The sessions offered training on orthopedic impairments, observation skills, assessment, mainstreaming, and an orientation to the handicap effort for new Head Start staff.

Having recorded among the lowest numbers of task records last year, Nashville RAP has increased its workload to a par with other RAPs. The 67 task records show this project's participation in the Region IV Specially Funded Network. RAP staff attended 12 of these meetings in the three state area, Head Start directors' meetings, and quarterly meetings for T/TA contractors sponsored by the regional office. In addition to mainstreaming training conferences, RAP conducted nine workshops at which at least 197 Head Start staff were trained. (All but two task records included the numbers of trainees.) Several of the on-site workshops concentrated on IEPs; others treated language acquisition skills, training for social service staff, regulations on Section 504, assessment, and organizing local groups for collaborative activities. The two task records documenting RAP's collaborative efforts identified the rudiments of cooperative activities with an office of the Governor of Tennessee charged with identifying services to preschool children, and the continuing activities of Alabama State Head Start Advisory Planning group. No activities with SEAs were documented. The task records show this RAP's attempts to stay in touch with grantees through numerous meetings, an individualized process for assessing the needs of grantees in each of the three states, and two canvasses of grantees.

The Mississippi RAP recorded 72 task records. The records show the RAP's activities with many of the resource providers to preschool handicapped children in the state, namely the State Board of Health, MESH (a consortium of Handicapped Children's Early Education Programs), United Cerebral Palsy, Jackson State University, the SEA Manpower Committee, and the Mississippi Advisory Committee on PL 94-142. RAP is a member of the advisory board of several of these committees. RAP has actively facilitated collaborative agreements on the state and local levels and has established a task force of the RAP advisory committee to promote collaborative efforts between Head Start programs and public schools. Because this is the only RAP housed within a Head Start program, it is able to offer intensive and continuing services to the host grantee. In the past year, Friends of Children of Mississippi Head Start has benefited from five specially designed training workshops focused on developing collaborative agreements, Section 504 regulations, utilizing diagnostic data to write IEPs, and behavior management; participation by RAP at cluster and joint Policy Council meetings; and technical assistance from RAP to upgrade the education curriculum. RAP staff have also attended and presented at local, state, and regional Head Start association meetings; at the annual Mississippi Head Start directors' meeting, RAP helped coordinate the meeting by developing the format for presenters and delivering a session on cognitive assessment. Among the special projects recorded at this RAP is the development of a mainstreaming planning manual, "Guess Who's Coming to Dinner." Noteworthy among the task records documenting technical assistance efforts are two examples of concentrated work. At the request of one Head Start program, RAP researched the availability of programs for gifted children in the state, collected appropriate materials, and delivered a presentation before the Head Start directors' meeting; the second case came from the mother of a premature baby seeking assistance with excessive medical bills. RAP sought assistance through legal aid, providers, and public agencies and supplied information and materials for the parents.

The University of Illinois RAP more than doubled the number of task records this year. Although still below average, the 55 records document this RAP's planned efforts to deliver more mainstreaming conferences at locations closer to grantees, maintain periodic contact with programs through canvasses systematically conducted at quarterly intervals, and offer a source of information on handicap issues in newsletters and through frequent mass mailings to grantees. This year the RAP engaged in several new initiatives. They developed a booklet on IEPs, convened handicap coordinators in Illinois and Ohio, distributed findings from a survey of special education school districts and Head Start programs, and contributed to the development of The Handicap Services Guide, a comprehensive resource compendium on the Head Start handicap effort.

(Throughout the year, the Illinois RAP has been an active member of the Region V "Special Effort" composed of regional contractors with special responsibility for assistance to the handicap effort.) While there are no new agreements with SEAs this year, implementation of the Illinois agreement signed last year has progressed on schedule. In cooperation with the Illinois advocate, the SEA and RAP co-hosted a series of four workshops attended by Head Start and public school special education staffs. In five on-site training workshops, RAP trained 100 Head Start staff on screening, IEPs, and parents' rights, specific handicapping conditions, and collaboration with public schools. Other task records document attendance at Head Start directors' meetings, two separate needs assessment processes, and participation on the RAP speech task force.

At the Portage RAP there were 70 task records. They show this RAP's active participation with regional grantees and contractors, especially the state advocates for handicapped services and local handicap coordinators. This RAP established periodic meetings years ago with handicap coordinators and continues to promote cooperative efforts among them. As a means of strengthening this network, RAP initiated a monthly mailing of resources this year; the publications are easily reproduced and distributed at the grantee level and have included bilingual materials, information on hyperactivity, mainstreaming, transition, and others. Like the Illinois RAP, Portage has shared in the Region V "Special Effort," culminating in the development of The Handicap Services Guide. Collaboration has proceeded on several fronts usually in cooperation with the advocates. RAP is revising agreements developed with the SEA in Minnesota and with Project Find; another is in process with the Michigan Protection and Advocacy Agency whose jurisdiction is legal aid for the poor. This RAP has computerized the results of the census of Head Start programs and entered RAP files into the MIS system. Other task records document innovative transactions: the organization of the National Handicap Coordinators Forum at the National Head Start Conference, the development of a new training curriculum on self-esteem for handicap coordinators, a questionnaire for handicap coordinators to assess individual strengths and weaknesses, and the revision of the needs assessment instrument. RAP also delivered three on-site training workshops at which at least 61 persons were trained. (Only one of the task records contained information on numbers of trainees.)

Texas Tech RAP had 99 task records, the highest volume of all RAPs. The dominent achievement within the caseload is the large scale on-site training effort. This RAP, with its enormous geographic territory and large Head Start constituency, has reached over 1,868 trainees through 26 individually tailored workshops either conducted by RAP or arranged by agreement with the LATON staff, also housed at Texas Tech. The training workshops offered diverse topics of choice for Head Start grantees including coping with stress, parent involvement, fund raising, assessment, lesson planning, parent/teacher relations, IEPs, behavior management, social services for the handicapped child, task analysis, and diagnostic criteria, among others. Two of the workshops were large-scale efforts providing statewide pre-service presentations to hundreds of trainees in Louisiana and Texas. In addition to the on-site training, RAP documented 13 mainstreaming conferences, the combined training effort well surpassing that of other RAPs. This RAP chaired the CDA task force, assumed authorship for the product developed by the task force on Program Account 26, and participated in the speech task force. Unlike previous years, mass mailings, collaborative activities, and numerous meetings were recorded. Meetings covered a wide population and included meeting with national and regional personnel at ACYF, Head Start directors, Friends of Head Start, handicap coordinators, and T/TA coordinators.

Other task records document the collaborative work with the Texas SEA, Health Department, and a child advocacy agency that led to the presentation by this group at a RAP mainstreaming conference. Another record documented work with representatives form the Louisiana SEA and Developmental Disabilities Program to work with Head Start programs and RAP for the establishment of community teams that foster shared resources.

The 64 task records of the Region VII RAP well demonstrate this project's approach to service delivery in Region VII. The task records document seven one- and two-day training sessions which are the equivalents of statewide mainstreaming conferences, attendance at 13 Head Start directors' meetings (more than any other RAP), and 15 training sessions developed for and delivered to Head Start programs on-site. (Five hundred and thirty-nine persons were trained at these 15 sessions; there is no record of numbers of trainees at one workshop.)

The RAP stresses that the training it delivers is designed to meet the grantees' needs as expressed by Head Start directors at their state association meetings, hence the variety of modes of delivery. Some are intended for statewide audiences, some delivered in a series of meetings for handicap coordinators, others presented to a cluster of grantees, and yet others planned for single grantees. Audiences range from fewer than 15 to 150 trainees. The collaboration task records reveal the RAP's success this year in formalizing agreements with the Crippled Children's Services in Kansas and with the Kansas SEA. In carrying out the Nebraska SEA agreement, signed last year, RAP and the SEA planned and conducted a series of four LEA/Head Start meetings to foster collaborative agreements at the local level. Handicap coordinators meetings have sustained significance for this RAP and are frequently attended. Special projects undertaken this year included the development of a slide presentation on the visually impaired and, revision of a packet of materials on speech and language, development of the RAPid Resource Book, a comprehensive handbook for handicap coordinators and directors patterned after one developed by the Los Angeles RAP, and inauguration of a local Division of Early Childhood (DEC) chapter of the Kansas State Council for Exceptional Children.

At the University of Denver RAP 56 task records were recorded; almost half of these document training conducted on-site to meet the requirements for statewide training conferences, or the equivalent, in this vast area encompassing six states. RAP conducted 25 of these workshops (more than any other RAP) and one other training session for a grantee on observing children wtih special needs; 11 staff were trained at the latter workshop. The demanding conference effort was designed to permit grantees situated in isolated areas an opportunity to receive RAP training. Collaborative efforts are underway in varying stages with each of the SEAs, and in Colorado where the development of a formal agreement is unlikely, RAP and the SEA have encouraged agreements on the local level between Head Starts and school districts. Together they co-sponsored five training sessions in Greeley, Denver, Alamosa, Pueblo, and Colorado Springs. Task records document an unusually effective professional relationship between RAP and regional contractors, especially the Home Training Center and CCA, a regional office contractor. HSTC presented training at four of the RAP workshops; CCA paid for travel and per diem of RAP staff to some rural training sites. No special projects were recorded. The remaining task records document this RAP's participation on the computer task force, meetings with advisory committee members, the assessment of grantees' needs, and one offering of technical assistance to a grantee preparing a collaborative agreement.

At the Los Angeles RAP there are 69 task records. They reveal the particular concentration of work this year on two fronts: collaboration at the state and local levels and advocacy for the representation of early childhood special education needs within agencies and organizations serving handicapped children. More successful than most RAPs with directly negotiating local agreements between schools and Head Start programs, this RAP used the California SEA agreement, developed last year, as a model for similar local arrangements in Los Angeles and Orange counties. In Arizona where a state level agreement is unlikely, RAP assisted grantees in procuring entitlement funds under PL 94-142 for the preschool handicapped children served by Head Start. A revision of the California agreement is forthcoming and this year RAP coordinated four training workshops that the SEA and Regional Office conducted for the purpose of disseminating the state agreement and discussing methods of local collaboration between public schools and Head Start programs. To cite a few, the RAP's involvement with agencies and professional organizations includes: the presidency of the California BEH Consortium, membership on the advisory boards of the State Implementation Grant and the California Commission for Young Children with Special Needs, and membership on the Infant Child Development Committee. Presentations on behalf of preschool handicapped children have been made verbally and in writing before numerous committees, conferences and meetings. Task records document the mainstreaming conferences and nine training workshops conducted on-site at Head Start programs. (Data were available for only two of these workshops; at these, 130 persons were trained.)

A major project undertaken by RAP staff this year was the development of the RAPid file, a resource on Head Start policy that provides information and standards for documentation of the Head Start handicap effort. Originally planned as a conference intended for health, education and handicap coordinators, the RAPid File developed into a reference took when the airline strike prevented the conference. RAP's participated on three task forces (computer, CDA and PA26) this year, and special projects include work with pupil count, review of preschool incentive grants, and a special effort to develop a channel of communication among handicap coordinators located in very large metropolitan Head Start programs.

The 64 task records at the Pacific RAP show a variety of services to the grantees in Hawaii and across the Pacific. In addition to 11 mainstreaming conferences, RAP has delivered 12 other sessions to grantees, training in excess of 117 persons. (At three of the training workshops the numbers of trainees were not recorded). In past years, RAP introduced grantees to fundamental concepts of child development, good teaching practices, and understanding handicaps; this year, RAP focused training along two dimensions: assessment and team development. The team development sessions, intended for administrative and teaching staff, gave training on leadership styles, decision making, communication skills, record keeping practices, team roles, conflict management, negotiating, and developing long range plans. The training on assessment was accompanied by the development or modification of assessment instruments and their translation into languages for the Yap, Palau, and Micronesian Head Start staff. RAP also arranged for the translation of other materials into appropriate languages or dialects. The selected materials include a hearing screening form for parents translated in Marshallese, Trukese, Carolinian, Chamoro, and Palaun; the Sunshine Series, developed by the Alaska RAP, has been translated into Samoan, and the booklet on hyperactivity, also developed by the Alaska RAP, has been revised to reflect Pacific cultural styles and materials. Collaborative activities have been recorded with agencies in the Trust Territory, Truk, Hawaii, CNMI, and the Marshall Islands, and a formal agreement was signed this year in Hawaii. The RAP successfully worked with universities in Hawaii, Guam, and Micronesia for accreditation of RAP training. Among other training task records are meetings with Head Start directors, a two-part RAP advisory committee, convened in Hawaii and Micronesia, coordination of the Homebase Conference held in Hawaii, and intensive technical assistance to grantees to help develop a handicap plan, write a job description and conduct classroom observations.

PSU RAP increased the number of task records over the previous year, but, with 44, has the smallest workload among the RAPs. Three quarters of the records show direct services to grantees through the provision of training or technical assistance. In addition to seven mainstreaming conferences, there were 15 training workshops delivered either on-site or at state or regional conferences. Only three task records give the numbers of participants, 49. Training topics ranged widely, covering interagency collaboration, general mainstreaming principles, implementation of IEPs, behavior management, techniques for parents at home, individualizing curricula, transitions and classroom management, integration of components, and assessment. Technical assistance is provided by this RAP more often than by most other RAPs, and like its training, shows the diversity of expertise available. In one instance RAP recommended a special program for an aphasic child after observing the child in the classroom and securing the services of a specialist to assess the child's performance. Other cases where technical assistance was delivered include a number of situations requiring documentation of IEPs, assistance with the development of handicap plans, several observations of children in their Head Start classes, and special help for staff working for the first time with a Downs Syndrome child. RAP has continued its support of the Region X Specially Funded Handicap Projects by preparing and disseminating a brochure describing the capabilities of these grantees to facilitate interagency collaboration. Another task record of note details RAP's participation on the Washington State Task Force with SEA, LEA regional office, and Head Start members.

As in previous years, the 50 task records of the Alaska RAP characterize this RAP's continued offerings of technical assistance and training to the three Head Start grantees in the state. RAP delivered 15 follow-up training workshops at which at least 116 persons were trained (numbers of trainees were unavailable from two of the workshops), in addition to conferences which served as equivalents to mainstreaming conferences. The task records also demonstrate the working relationship which exists between RAP and the public school system in the state. This year, RAP revised two booklets that it developed previously and disseminated them to over 600 schools and state agencies. RAP was also the recipient of a State Department of Education grant to replicate its services in communities without Head Start programs. RAP facilitated a collaborative agreement between one Head Start program and the local public school district; under this agreement moderately and severely handicapped children receive services from Head Start rather than from the public school three hours away. Other task records show various types of technical assistance offered to grantees, meetings with the Head Start directors and other professional organizations, development and distribution of a newsletter, and the production of a packet of information on RAP's activities.

Task 4: Conduct State Training Conferences

It should come as no surprise that every RAP referred specifically to its state training conferences when listing its major goals for the 1981-82 year. RAPs put enormous amounts of time and effort into training Head Start staff in fulfilling this one contract task. This year RAPs spent 352 days conducting their conferences. RAPs judged mainstreaming training second in importance this year.

The training that will be discussed here represents only a portion of all of the training that the RAPs did throughout the year. Each RAP is required by contract to conduct state training conferences, or the equivalent, for Head Start teachers in each state. As the "equivalent" of state conferences have become more varied, it has become important to distinguish mainstreaming training from other training. Guidance from ACYF, dated November 31, 1981, specified that conferences which RAPs wanted to have counted as the equivalent to mainstreaming conferences must be planned in advance, offer training on the topics designated in the contract, and provide an opportunity for all grantees within a state to attend one conference. The list of dates and sites were to be submitted by December 20, 1981. It is these training efforts which are considered here. A report on other training will be found in an earlier section entitled Task 3: Provide Services to Grantees.

A preference for training grantees in clusters and on-site was more evident this year, with three RAPs conducting almost twice as many sessions as they had in either of the previous two years. This has meant training smaller numbers of people at more conferences, along with the additional time spent for planning, travel, and presentations. For the grantees, it has meant that RAP could be more responsive to their specific training needs. One RAP member observed that Head Start staff are becoming more sophisticated in knowing their needs and are expecting more and more from RAP each year. If this is a general trend, it is a credit to RAPs as well as a source of pressure for them to continually revamp or update their training.

The content of mainstreaming training has continued to evolve from the original model in which specific "generic" mainstreaming topics were presented one day, and two specific handicapping conditions were covered the next. In the first year RAPs could plan entry-level handicap training because staff generally had previously received little; but the training task each year since has become more complex as some teachers returned for the second or third time, while still others were attending for the first time. In response, RAPs have incorporated new training emphases over the years. Last year we saw the introduction of Portage Project's Serving Handicapped Children in Homebased Head Start and the addition of workshops on homebased service at conferences. This year was no exception.

The Special Role of Social Services in Serving Families of Children with Handicapping Conditions, the NYU* training manual for social service workers, provided a brand new thrust. And while helping RAPs to solve the issue of finding fresh training content, it also seems to have served grantees' needs. This is indicated by the increases in both the number of grantees attending RAP training and the numbers of individuals receiving training.

Table 12, Staff Trained By RAP At State Training Conferences, 1979-1982, shows that the number of grantees attending increased from the previous year, and that the numbers of both teaching and non-teaching staff trained by RAP are the highest ever. The rise in the number of "others" trained is most likely due to the high number of social services staff attending training. The new training thrust may also have increased the number of teaching staff. The addition of social services workshops are likely to catch the interest of teachers and administrators who might otherwise have thought training would be repetitive. Eleven RAPs did conduct social services training this year, and social services training was conducted at over one-third of all 168 conferences.

Table 12

Staff Trained By RAP At State Training Conferences, 1979-1982

	1978-79	1979-80	1980-81	1981-82
Number of grantees attending	1,033	942	887	913
Teaching staff	8,660	8,216	7,815	8,878
Others	2,636	3,236	3,272	4,400
TOTAL	11,296	11,452	11,087	13,278

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*New York University School of Continuing Education, Office of Community Services Programs, Resource Access Project, Region II.

One last point can be made with regard to this year's increases in attendance. In no year since RAPs have been obligated to provide wide-scale training have budget and travel constraints been so severe for grantees. Nevertheless, grantees were willing to commit their funds to attend RAP training and turned out in record numbers. In a year of uncertainties, RAPs showed their willingness to accommodate to the grantees' reality however possible. Despite constraints, the data available about the number of trainees in 1981-82 speaks clearly of the network's achievements in fulfilling its training task.

Table 13, Characteristics of RAP State Training Conferences, 1981-1982, provides the individual and network figures on the numbers of RAP conferences and attendance. At 168 conferences, RAPs trained 5,680 teachers and 3,198 teacher aides representing 34 and 20 percent of all teachers and aides, respectively. These figures combine for a total of 8,878 or 28 percent of the Head Start teaching staff nationwide. Adding the 4,400 other participants, a total of 13,278 people were trained by RAPs this year.

After reviewing data from past years, we find that the 1981-82 year has surpassed all previous years in the numbers of conferences held, the number of teaching staff trained, the number of "others" trained, and the total number trained. As compared with last year, which is the only year for which there is comparable data, RAPs trained 306 more teachers and 757 more teacher aides. Mainstreaming training did reach more grantees than last year, thereby reversing a trend seen since 1978-79.

The hypothetical "average" RAP's conference profile this year would have the following characteristics:

23 days spent training
11 mainstreaming conferences held
61 grantees attending
379 teachers trained
213 teacher aides trained
293 "others" trained
885 total trained

Table 13

Characteristics of RAP State Training Conferences
1981-1982

RAP	No. of Conferences	ATTENDEES						% of Teaching Staff	No. of Others	Total Trained
		Grantees		Teachers		Aides				
		No.	%	No.	%	No.	%			
New England	7	62	86	333	47	77	10	27	307	717
New York University	9	79	99	501	27	223	12	20	694	1,418
Region III	14	97	85	695	43	437	29	36	453	1,585
Chapel Hill	15	102	91	527	33	206	13	23	431	1,164
Nashville	12	76	92	483	33	316	23	28	299	1,098
Mississippi	7	23	96	311	23*	234	17*	20	73	624
University of Illinois	11	67	58	654	38	281	19	29	695	1,630
Portage	9	74	85	445	39	237	23	31	255	937
Texas Tech	15	118	83	696	37	574	34	35	287	1,557
Region VII	8	62	93	90	16	70	15	15	196	356
University of Denver	26	49	91	270	58	173	41	50	227	670
Los Angeles	10	50	88	408	26 **	148	10 **	18	226	782
Pacific	11	11	92	127	70	103	76	73	79	309
Portland State University	7	40	80	125	31	102	30	31	161	388
Alaska	7	3	100	15	42	17	46	44	11	43
TOTAL	168	913	85	5,680	34	3,198	20	28	4,400	13,278

*RLA Figure from 1981-82 Head Start telephone survey
**Estimated from RAP census information

Any one conference would have trained 79 people representing 6 grantees, i.e., 34 teachers, 19 teacher aides, and 26 others.

In fact, however, RAPs do not fit one mold and, using the same characteristics as listed above, showed the following ranges:

10 to 60	days spent training
7 to 26	mainstreaming conferences held
3 to 118	grantees attending
15 to 696	teachers trained
17 to 574	teacher aides trained
11 to 695	"others" trained
43 to 1,630	total trained

The rest of this chapter contains additional information collected from the RAPs. The emphasis in the discussions which follow is on the network and some of the similarities and differences that exist, i.e., how conference topics and format were determined, training content, who attended, why some grantees did not attend, and what problems RAPs experienced in conducting the conferences. Following that, summaries describe individual RAP conferences with a particular focus on workshop topics and formats.

Determining Conference Topics and Format

Many RAPs began collecting information that led to the selection of conference topics the previous spring and summer after formal needs assessments were mailed to grantees. From that point on, however, it is hard to speak of a common pattern among the RAPs except to say that each filtered information through many people. Besides written needs assessments, RAPs used meetings and telephone contacts to reach grantees, regional Head Start staff, contractors, and advisory committees, on-site observation, and their own judgment to determine the focus and specific content of training. Several returned to evaluations collected at earlier conferences.

RAPs attempted to minimize differences between administrative and teaching staff about training priorities by involving more levels of staff, telephoning or visiting grantees to help them specify their training needs, and continuing to assess needs informally through the year. The net result of this extensive assessment and subsequent corroboration with grantees was training which matched their constituents' needs.

Many RAPs talked with both directors and local handicap coordinators as they planned their conferences. In Regions II, IV, and VI, the RAPs involved the special handicap services networks. New York University spoke to Head Start directors about training needs and with the CSH's about training needs and details of the conferences. The Region VII RAP depended on directors to select the training topics. The Portage RAP surveyed directors generally, and discussed sequentially appropriate topics - specifically with local handicap coordinators, whom RAP considers the key to this information process. Directors and coordinators in each cluster selected the timing for the University of Illinois RAP's training and seven of their 11 conferences were held in October and November as a result.

The University of Denver, Pacific, and Alaska RAPs relied on observations and information collected on-site to determine topics. The New York University and Portland State University RAPs themselves initiated topics which they felt were timely, e.g., genetics counseling and interdisciplinary staffing, respectively. Portland State University RAP designed this year's entry-level training, but relied on input from the field for its advanced training topics. The Portage RAP based its selection of specific handicapping conditions on their frequency among census data and whether it had been presented within the last four years. Region III RAP informally surveyed participants during its conferences to see why they attended certain sessions. New England RAP sought input from programs at statewide planning meetings and from their advisory committee. Los Angeles RAP used their advisory committee to initially determine topics, and then corroborated these with grantees and the Annual Survey data.

Thirteen of the fifteen RAPs planned mostly two-day, and less frequently, three-day, conferences. The Los Angeles and Region VII RAPs held one-day conference events for at least half of all of their conferences in response to grantees' expressed preferences. The Pacific RAP, on the other hand, spent from one to two weeks at five of its conferences in Micronesia. RAPs usually planned for trainees to attend four sessions over a two-day conference period.

Exceptions were based on specific grantee preferences or the RAP's decision to provide in-depth information during day-long sessions.

Less emphasis seemed to have been placed on how to accommodate entry-level trainees, as well as teachers returning from the second, third, or fourth year. Perhaps such distinctions have lost their earlier significance as the experience levels of trainees have become more diverse. In the first year of training, there was a definite emphasis by the RAPs to conduct training based on the NYU manual; and the next year RAPs made very clear the differences in training topics they planned for trainees back for the second time. Since then, however, we have noted less emphasis on such distinctions in the network, although several RAPs have continued to provide separate training tracks, based either on experience or job role. RAPs appear to have remained sensitive to the readiness levels of participants. Responses from our short-term conference evaluations lead one to believe that the RAPs are on target: only three percent found the training either "too simple" or "too difficult."

Conference Topics

Network-wide, 1981-82 training content was similar to previous years' training in that most conferences consisted of workshops on specific handicapping conditions and sequentially appropriate topics; a few included home-based training. Social services training was a new addition. Only one conference, planned solely for family services staff by the Portland State University RAP, offered neither a handicapping condition nor any topics other than social services.

Table 14, Frequency of Conferences at Which Topics Were Presented, provides information about the content of 1981-82 RAP conferences, network-wide and by individual RAPs. Reading horizontally, the table enumerates the total number of conferences that included at least one session on that topic by RAP. The reader should look at individual numbers in relationship to the number at the top of the column (i.e., total number of conferences) to determine how prevalent the subject was as a conference topic. Topics are broken down into 10 specific handicapping conditions and the 23 sequentially appropriate subjects most often covered. The number of conferences that included social services and home-based training are also tallied.

Table 14

Frequency of Conferences at Which Topics Were Presented

	Network	NE	NYU	R. III	CH	NASH	MS	UI	PP	TTU	R. VII	OU*	LA	PACIFIC	PSU	ALASKA
		RAPs														
# of Conferences	168	7	9	14	15	12	7	11	9	15	8	26	10	11	7	7
Handicapping Conditions																
Blind	2	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1
Visual Impairment	15	-	-	-	-	3	-	-	2	2	2	-	-	-	5	1
Deaf	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Hearing Impairment	18	-	1	1	1	1	-	1	2	1	-	-	-	1	5	4
Physical Impairment	36	2	2	10	5	1	5	1	2	3	-	-	-	-	4	1
Speech Impairment	66	7	7	8	2	6	-	5	6	5	3	3	1	-	6	7
Health Impairment	26	-	2	3	-	1	7	-	3	6	-	-	-	-	3	1
Mental Retardation	26	-	2	3	2	4	5	-	1	3	-	-	1	-	5	-
Emotional Disturbance	74	6	5	11	2	10	3	3	6	11	-	10	-	-	6	1
Learning Disability	37	-	2	4	2	3	3	2	2	1	-	9	1	1	6	1
Sequentially Appropriate																
Individual Education Plan	80	1	-	11	3	10	5	10	-	12	2	15	-	1	7	3
Screening	20	-	-	2	2	-	-	1	-	1	-	2	2	5	-	5
Assessment	47	-	-	-	2	-	5	1	-	6	-	17	-	5	5	6
Diagnosis	13	-	-	-	-	-	-	2	-	3	-	1	-	-	2	5
Curriculum	28	5	7	-	-	3	5	-	-	-	1	3	-	-	-	4
Recruitment	2	-	2	-	-	-	-	-	-	-	-	7	-	-	-	-
Parent Involvement	72	2	7	6	2	3	5	8	4	9	2	7	4	3	5	5
Integrating Components	14	-	-	-	1	2	-	1	-	-	-	-	-	-	7	3
Child Abuse	6	-	-	-	2	1	-	2	-	-	1	-	-	-	-	-
Collaboration	9	1	-	2	-	2	-	-	-	1	-	1	2	-	-	-
Behavior Management	23	-	-	-	7	9	1	3	2	-	1	-	-	-	-	-
Transition	5	-	-	-	3	-	-	1	-	-	-	-	-	-	1	-
Stress	12	-	-	5	1	1	-	-	-	-	5	-	-	-	-	-
Mainstreaming	10	-	-	-	-	-	1	2	-	-	-	3	4	-	-	-
Attitudes	14	-	-	7	2	-	-	5	-	-	-	-	-	-	-	-
Individualizing	15	-	-	-	1	-	-	-	5	-	-	9	-	-	-	-
Observation	8	-	-	3	1	-	-	-	-	4	-	-	-	-	-	-
Nutrition	6	-	-	2	1	-	-	2	-	-	1	-	-	-	-	-
Classroom Management	8	-	-	-	-	-	-	6	-	1	-	-	-	-	-	1
Child Development	6	-	-	-	1	-	-	2	-	-	3	-	-	-	-	-
Advocacy	3	-	-	-	-	1	-	1	-	-	1	-	-	-	-	-
Volunteers	3	-	-	-	-	1	-	-	-	1	1	-	-	-	-	-
Recordkeeping	3	-	-	-	2	-	-	-	-	-	-	1	-	-	-	-
Social Services	60	7	7	10	2	7	-	8	4	4	2	-	2	-	7	-
Home-Based	29	-	1	7	-	2	-	4	4	1	-	4	5	-	1	-

= 11%

301

40 = 13%

75 = 9%

797

*During nine on-site conferences, RAP dealt with specific handicapped children but the exact conditions are not recorded.

On the average, each RAP provided workshops on six of the ten handicapping conditions and 10 sequentially appropriate topics. For those RAPs which did social services training, it was an additional topic at over half of their conferences. As training has become more in-depth and detail, more specialists have been used to present workshops, although RAP staff have continued to manage, design, and train at conferences.

Network-wide, IEPs, emotional disturbance, and parent involvement/working with parents were the most frequent topics. Speech impairment and social services topics were the next most frequent. Parent involvement/working with parents was the only topic that was addressed by every RAP. This seemed responsive to the numerous requests for more training in this area from the field and last year's short-term evaluation feedback. At Chapel Hill, Region VII, University of Denver, Los Angeles, and Pacific RAPs, topics were quite diverse from conference to conference.

Handicapping Conditions. Among specific conditions, emotional disturbance was the most frequent topic and speech impairment was second. It was twice as likely to be a topic as either learning disabilities or physical impairment and three times as frequent as all other conditions except speech impairment. Although three RAPs did not cover the subject at all this year, emotional disturbance was a topic at 74 conferences.

Sequentially Appropriate Topics. Each year RAPs have expanded on the original generic topics. In all, this year's follow-up training consisted of 23 major topics, listed in Table 14. Other than parent involvement, and IEPs, no one of these topics was addressed by more than eight RAPs, a finding which suggests diversity throughout the network. It is apparent that, in working closely enough with those in the field to determine conference topics, the RAPs detected specific needs that differ from region to region. Furthermore, in addition to the 23 topics covered by more than one RAP, 38 other subjects were specific to individual RAPs. These included sensitizing, hospitalization, motivation of staff, use of providers, the high risk child, gifted children, feeding, and adaptive physical education.

Social Services Training. As has been discussed, RAPs made a special effort to reach Head Start social service staff this year. Social services training was to be based on the guide developed by New York University RAP. This trainer's handbook contained a general orientation to Head Start's mainstreaming goals as well as the contents, methodology, and materials for conducting ten workshops separately or sequentially. An integral part of Head Start, social services staff deal with the special needs of families who join the mainstreaming effort. RAPs used the material differently, adapting it as they saw fit.

The New England and Portland State University RAPs held social services training at each of their conferences and New York University at all but two. Some RAPs held day-long training (New England, Portage, Texas Tech University, Region VII, Los Angeles, and Portland State University), while five others offered one (or more) shorter sessions. Four RAPs did no social services training at all. Depending on the format of the conferences, all or only those participants who chose it from among several possibliities attended the social services workshops.

Most training oriented staff to the families of handicapped children -- to understanding their additional burdens, recognize stages of adjustments, and communicating better. Child abuse, parents' perspectives on working with professionals, the services available to families, and working with community agencies were also common topics. The film "Krista" was used by several RAPs. Role playing and simulation activities, suggested in the NYU manual, were also used.

Teaching Staff Trained

Twenty-eight percent of all Head Start teaching staff attended RAP mainstreaming training this year. This included 5,680 teachers and 3,198 aides, or 34 and 20 percent of each group, respectively. Three RAPs trained well above the average of combined staff. The Pacific RAP trained 73 percent of its area's teaching staff and the University of Denver trained 50 percent. The Alaska RAP trained 44 percent. All conducted on-site conferences, which is the probable explanation for these high figures.

Besides the Pacific, Denver, and Alaska RAPs, the New England and Region III RAPs trained high percentages of their regions' teachers (47% and 43%, respectively). Perhaps because of their concentration on social services staff, the New England and New York University RAPs registered lower percentages of teacher aides trained this year (10% and 12%, respectively). The Texas Tech RAP's heavy training schedule seems to have paid off in a healthy turnout by 35 percent of the regions' teachers and aides. The Mississippi RAP attributed its generally low turnout to grantees' lack of travel money and insufficient follow-up on conference information.

At the lower end of percentages of teaching staff trained were the Region VII and Los Angeles RAPs; these RAPs also trained lower percentages of teachers. The low count for Region VII RAP reflects not only a regional preference to train coordinators rather than teaching staff, but also RAP's invitation to grantees to request training as they discover their needs throughout the year. The latter situation made it difficult for RAP to submit a complete list of mainstreaming conferences by December 20, as required this year by ACYF. As a result fewer conferences were counted than were held. In California, state funds in some school-based Head Start programs are based on daily child counts. Because funds depend on keeping classrooms open, these programs are reluctant to release teachers for training; one day is the most that several teachers have been released for training. For both of these RAPs it is significant to note that, although fewer than average teaching staff were trained grantee attendance was above average.

Others Trained

The number of people other than Head Start teaching staff trained has grown each year but took a big jump this year. The 4,400 others trained this year represents a 40 percent increase over the first year of training and a 26 percent increase over last year. As mentioned earlier, the increase seem to be among social service staff, who were a target audience for many of the RAPs this year.

"Others" represented an average of 33 percent of a RAP's trainees. The University of Denver (55%), New York University (49%), University of Illinois (43%), and New England (43%) RAPs trained the largest proportions of "others" at their conferences. The Mississippi (13%) and Texas Tech University (18%) RAPs had the lowest concentrations.

Some RAPs made a point of inviting one category of "others". For example, four RAPs cited social services staff as composing the largest share of non-teaching staff trained (New England, New York, Region III, and Los Angeles RAPs). Los Angeles also mentioned handicap coordinators, while the Mississippi and Portage RAPs highlighted the more general category of component coordinators. The University of Illinois RAP made an extra effort to get parents to their training as did Nashville RAP, along with Head Start directors. Parents composed one-half of the Pacific RAP's trainees in Saipan and one-third in Yap.

Overall, a number of others were mentioned by most RAPs: parents, Head Start component coordinators, including handicap, education, health, social services, and parent involvement; Head Start support staff (cooks, bus drivers, and secretaries); LEA staff (teachers, aides, and administrative personnel); Head Start directors; and specialists (non-Head Start professionals like nutritionists, speech therapists, occupational therapists, and psychologists).

Other categories of trainees mentioned less frequently were public and private child care providers (day care, preschool, and kindergarten teachers); SEA personnel; classroom volunteers (e.g., Foster Grandparents); other Head Start staff (nurses, and social workers); regional T/TA providers; representatives of public or private agencies (Public Health Department, EPSDT, Heart Association, Mental Health Department, and Child Protection Service); and regional office staff members.

Grantees Trained

Eighty-five percent of all grantees attended RAP mainstreaming training this year. The 161 grantees which did not send staff to mainstreaming training was lower than the previous year.

All three Alaska grantees attended mainstreaming training. The New York University RAP was not far off the 100 percent mark, however, with 99 percent of its 80 grantees attending. Only the University of Illinois RAP had significantly low representation with 49 of 116 grantees (42%) not sending any staff to RAP mainstreaming conferences. Despite the fact that the RAP held over twice as many conferences at twice as many conference sites than last year, the percent of grantees attending did not change. It should be added, however, that this RAP reached 38 percent of the teachers in its three-state area, trained the highest number of "others" (695), and the greatest total number (1,630) of any RAP this year. Where this RAP's grantees did send staff, it seems they sent every one.

By far the most common reasons for lack of attandance were related to a lack of funds. Grantees did not have travel funds to get to and stay overnight at the training site (9 RAPs); or chose to use them to attend a national Head Start training or meeting (2). For others, funding uncertainties precluded using travel funds (3), or they did not have money to pay substitute teachers so staff could attend training (1). At two RAPs some grantees did not attend because a ceiling had been placed on all travel.

Next to money-related problems, reasons that were reported were scheduling conflicts, lack of interest in the training this year, internal disorganization, and bad weather. Miscellaneous reasons given were preference to wait for on-site training, distance, illness, and summer program status. In one state where grantees received direct funding for their T/TA needs, ten of the seventeen grantees hired consultants instead of attending RAP training.

Problems Associated with the Conferences

Most of the problems that staff reported in connection with this year's conferences clustered around seven issues. Seven RAPs mentioned the exhausting physical demands that extensive preparation for and travel to the conferences placed on them. In the case of the Pacific RAP, not only did all audio-visual equipment and materials have to be brought along to Micronesia, but airlines lost or sometimes refused to take the extra baggage.

Bad weather that delayed or "snowed out" RAP staff, consultants, or participants interfered for five RAPs. When Nashville was snowed in en route to training, for example, they read the agenda, registration, and evaluation forms over the telephone to the SFCs, who ultimately conducted the conferences.

A Los Angeles RAP staff member arranged to go on-site to Head Start programs to make up a session that he had personally been unable to present at a conference because of illness, although a substitute had been arranged.

Four RAPs were surprised with over-attendance and had to contend with a shortage of space and an undersupply of materials. The Region VII RAP experienced last minute shifts in the staff whom grantees sent to some conferences so that training planned for experienced staff had to be retooled on the spot for less experienced participants. Other problems also reported by four of the RAPs were: agencies' shortage of travel monies to send staff, conflicts in dates (and even content) with other regional events (IDVs, training), and problems with conference facilities (inadequate space, billing, ventilation, etc.). Three RAPs reported that the rising costs of food and hotel space, or the diminishing availability of donated space for conference sites, are growing problems.

Several RAPs had problems that were not experienced by others.

- Supervisory-level staff complained that training was "too simple" even though they knew that training was designed for teachers (New York University).
- Only two weeks notice was given to RAP to plan two conferences after a SFC resigned; conferences were underrepresented compared with RAP's either because of a lack of money or insufficient follow-up (Mississippi).
- Incorrect information on the conference site was sent to programs by a handicap coordinator (Texas Tech).
- The high turnover in staff in some areas stifles RAP's ability to provide multi-level training (Pacific).
- Agendas were mailed to programs too late; one grantee's internal problems necessitated rescheduling training several times (Portland State University).

Although they did not consider them as problems, two RAPs reported on the trade-offs that were apparent when they collaborated with other groups in putting on conferences this year. Chapel Hill RAP, who involved the SFCs more, and Region VII RAP, who conducted conferences in conjunction with regional T/TA staff, SEA staff, and the Nebraska Association for the Education of Young Children (AEYC) representatives, noted that such collaboration involves some loss of control and visibility for RAP. For both, however, this result was out weighted by the benefits of closer working relationships.

The summaries of individual RAP conferences which follow will focus on workshop topics and formats.

New England RAP

No. of conferences:	7
No. of teaching staff trained:	410
No. of "others" trained:	307

New England RAP held one two-day conference in each state except Massachusetts, where they held two. RAP built on its previous training collaboration with Boston's Children's Hospital at the suggestion of its advisory committee and the planning committees in each state. It was one of RAP's major goals to increase community understanding and appreciation of how child abuse and neglect affect the handicapped child. Day-long social services training on child abuse was arranged for every conference.

This training consisted of an introductory panel discussion on abuse of the handicapped child as well as two small group discussions on neglect, physical abuse, or sexual abuse. Connecticut trainees had the option of attending two other sessions instead of those on child abuse.

- RAP and the Children's Hospital team jointly invited representatives from State Child Protective Services Agencies to attend or be a member of the child abuse panel at each conference. This panel discussed the law, the causes of abuse, the newest methods of intervention, and the definitions of abuse. The in-depth workshops on neglect, physical abuse, and sexual abuse focused on definitions, family patterns and symptoms, and criteria for referral.
- RAP staff devoted much time not only to arranging this collaborative training but also to honing the trainers' skills, ensuring that the training was practical and appropriate for a Head Start audience.

On the second day of training, trainees attended two sessions, usually choosing from speech impairment, emotional disturbance, and either the use of puppets to sensitize children to handicapping conditions or puppetry techniques to use in working with speech and language delayed children. Processing children's information from play therapy was also a topic. "Kids on the Block," a commercial puppet troupe which raises sensitivity about handicapping conditions, appeared at four of the seven conferences.

At the Connecticut conference, which was much larger than the others, the choices of training topics were more diverse both days. In addition to the child abuse topics and a puppet presentation, workshops included speech impairment, emotional disturbance, and physical impairment (cerebral palsy and spina bifida); IEPs; the Massachusetts SEA's session on using children's books and other media to foster children's understanding of people with special needs; family violence; and techniques for informing parents of suspected developmental problems. Directors, handicap coordinators, and others could also attend a discussion of the draft Head Start/SEA interagency agreement and its implications for local collaboration.

In 14 days of training, RAP trained 47 percent (333) of the teachers, 10 percent (77) of the teacher aides, and 307 others, representing 86 percent of the New England grantees. New England RAP did no home-based training at the mainstreaming conferences.

New York University RAP

No. of conferences:	9
No. of training staff trained:	724
No. of "others" trained:	694

New York University RAP held two conferences each in New Jersey, Puerto Rico, and the Virgin Islands, and three in New York; the conference for the New York City grantee (consisting of 79 delegate agencies) lasted for three days. Home-based training was offered at the Upstate New York conference only.

The New York and New Jersey conferences were different from the one-day trainings held in Puerto Rico and the Virgin Islands. Trainees could choose two topics each day in addition to an opening session which all attended. Some could elect to attend sessions on four different handicapping conditions. Workshops on speech impairments, emotional disturbance, parent involvement, curriculum, and social services training were offered at each. Other handicapping conditions (health impairments, mental retardation, physical impairments, learning disabilities, and hearing impairments), genetics, and hospitalization were topics at several conferences. In Puerto Rico, on the other hand, RAP trained supervisors only, concentrating on parent involvement and social services. In the Virgin Islands, training was attended mostly by teachers who were offered workshops on speech impairments, curriculum, and recruitment. Two coordinators from the Virgin Islands had been able to attend one New York conference and visit a mainstreamed classroom during the year.

RAP made a major effort to think of new ways to present topics at training conferences, and then offered these in various combinations. Topics often interrelated and some presenters were used for several different sessions. RAP also used handicapped adults as presenters, a practice they recommend to all RAPs.

- The film "Krista," the story of a preschool amputee, served many purposes. Having been shown at RAP training in previous years, it served principally as the focus of a panel discussion of specialists on the effects of hospitalization on a child and her family: how the stage of development affects a child's perceptions. Additionally, it was used for workshops on curriculum, for social services training, and as the inspiration for a new workshop on genetic counseling (Krista's aunt had the same disease as Krista).

- Workshops on curriculum ideas stressed the use of non-sexist classroom materials.

- A pediatric neurologist shared his experiences with young children; a pediatrician explained what he looks for in children's medical and neurological evaluations.

Although the focus was on teaching staff, RAP did provide one-day training on topics similar to these offered to teaching staff specifically for supervisors of family services, education, and handicap services from the New York City grantee. RAP also arranged half-day sessions for directors and CSHs at the Up-state New York conference on new state education regulations.

In all, RAP training reached 99 percent of its grantees. In fifteen days of training, 27 percent (501) of the area's teachers and 12 percent (223) of aides, as well as 694 others, were trained. This year RAP strongly urged grantees to send their social services staff, which probably accounts for the high number of "others" trained. Forty percent (281) of all "others" trained were social service staff.

Region III RAP

No. of conferences:	14
No. of teaching staff trained:	1,132
No. of "others" trained:	453

RAP conducted one conference for the District of Columbia grantee and two one-day conferences each in West Virginia and Delaware. Three conferences per state, from one to three days in length, were held in Virginia, Pennsylvania, and Maryland. Although topics were treated in full-day sessions at several conferences, participants usually selected four sessions from a variety of topics. RAP had met with program staff to tailor training in several areas.

Emotional disturbance and IEPs were topics at eleven, and physical impairments at ten, of the fourteen conferences; speech impairment was a topic at more than half. In addition, social services training was provided at ten conferences and home-based training at seven, underscoring the RAP's response to the diversity of needs in the region. Sessions on attitudes toward mainstreaming, parent involvement, behavior disorders, stress and burn-out, and warning signs were also presented frequently.

Learning disabilities, health impairments, mental retardation, and hearing impairments were subjects of workshops at one or two conferences as were observation, nutrition, screening, and interagency issues.

"Warning Signs" was a workshop developed to refine teachers' expectations of normal development and their ability to identify developmental delays or disabilities. The stages of fine and gross motor, speech and language, and cognitive development were addressed. An exercise in identifying the average age at which a child masters certain skills led to a general discussion of common misperceptions and the "red flags" that should indicate further screening.

- In many of its workshops, RAP had several goals: information-giving, pin-pointing problems or barriers, and developing new strategies. In workshops on motor development, speech and language, and emotional disturbance for example, video-tapes of children and situations offering a focus for group identification of problems and a stimulus for personal rethinking. This led naturally to the development of new strategies.

- In the workshop on teacher's attitudes, trainers first elicited trainee's personal feelings on perceptions of the handicapped. While affirming the reality of those feelings and discussing their sources, trainers helped participants ensure that these feelings do not interfere in their work with children.

Region III RAP clustered grantees for training again this year, reaching 43 percent (695) of the teachers and 29 percent (437) of the teacher aides, in addition to 453 others. RAP training reached 85 percent of its grantees during 21 days of training.

Chapel Hill RAP

No. of conferences:	15
No. of teaching staff trained:	733
No. of "others" trained:	431

Looking for a fresh approach for its mainstreaming training, Chapel Hill RAP created the STAR conferences, i.e., Sequential Training Arranged by RAP. Committed to further strengthening the regional Specially Funded Coordinator (SFC) cluster system, RAP also arranged to give the SFCs more options and more decision making responsibility for this year's conferences. RAP provided overall direction and coordination for each, provided technical assistance as requested, developed some workshops and trained at most conferences.

RAP chose the two-day periods that training would be conducted throughout the service area, planning three per month. Each SFC drew one date from a hat at a four-state planning meeting and was free to exchange with another. RAP did a little or a lot of the training, arranged for consultants, or helped with other planning depending on the wishes of the cluster's SFC. RAP gave each cluster some funds to pay for the conference site and usually sent out the announcement letters. Chapel Hill RAP was aware of the trade-off between losing some consistency and visibility and increasing this partnership with the SFCs. RAP sponsored almost twice as many conferences as in either of the previous two years. In Florida, one cluster agreed to "give up" its training days so that the state's directors and coordinators could attend training specifically designed for them; screening, assessment, and IEPs were the topics. In return, this cluster was invited to all other cluster training in the state.

The training topics that occurred most frequently were behavior management and physical impairments. Specific handicapping conditions were topics at only half of all conferences. IEPs, screening, assessment, parent involvement, child abuse, stress, record-keeping, and transition were frequent topics. Less frequent were such topics as observation, nutrition, motivation of staff, evaluating lesson plans, the handicapped child in the classroom, child development, and integration of the handicap component. RAP conferences covered a wide range of topics which indicates the variety of cluster's requests.

"Building Bridges," a new workshop on the transition from Head Start to public schools, was offered at three conferences. RAP expects to use it more next year.

- After an initial introduction to the subject of transition, workshop participants were divided into seven groups, each group representing one person who might be involved in a child's transition. Using a case study, each group developed its own perspective on transition issues. After another brief lecture, the trainees then re-grouped. The new groups comprised of one from each former group, then developed a transition plan.

"New Friends" was also presented at several conferences. After months of development, field-testing, and selected use this year, the "New Friends" package will soon be complete with a teacher's manual, a training guide for coordinators, and a slidetape presentation.

- "New Friends" makes use of large cloth dolls to foster children's acceptance of mainstreaming. Making the dolls also provides a popular way to bring parents and staff together. Patterns and instructions on using the dolls, a bibliography, notes on specific handicapping conditions, and activities for the classroom are included in the teacher's guide. "New Friends" has been designed to deal with handicaps within the context of individual differences.

In all, RAP trained 33 percent (527) of the teachers and 13 percent (206) of the aides in its service area, as well as 431 others. Ninety-one percent of the grantees attended. Chapel Hill RAP did no home-based training but did conduct social services training at two of its fifteen conferences.

Nashville RAP

No. of conferences:	12
No. of teaching staff trained:	799
No. of "others" trained:	299

Nashville RAP determined the topics, and conducted mainstreaming training differently for each state. In Alabama, a similarity of needs among clusters led RAP and the SFCs to hold one statewide conference and also offer two days of RAP training for clusters. Each SFC ranked the topics priorities and RAP corroborated these choices with programs over the telephone. In Tennessee, five conferences were held including one for the entire state in conjunction with the Tennessee Head Start Association meeting. RAP and the SFCs picked the top five needs by cluster and solicited input from local programs. After extensive plans RAP responded to each cluster's choice of topics. All of the Kentucky grantees were trained in clusters. Some needs were based on the needs assessments, some were chosen by SFCs internal needs, and some were determined by RAP. Grantees in Nashville's service area could attend any cluster training within the three states if location, timing, or subject matter made it advantageous. RAP conducted mainstreaming training for a total of 26 days.

Both emotional disturbance and IEPs were subjects at ten of the twelve conferences. Behavior management, which was designed for staff with previous training on the subject, was a frequent topic. Speech impairment was a topic at half of the conferences. In all, Nashville RAP offered at least one workshop on all handicapping conditions except blindness and deafness. Curriculum, parent involvement, component integration, and collaboration were each offered at two conferences; child abuse, stress, the use of providers, working with volunteers, and advocacy were offered once.

- In an attempt to meet the needs and respond to the concerns of individual teachers and programs, several hours were assigned at each conference for staff to consult with the conference's presenters. In these small groups, staff could explore more specifically how to apply the workshop information to their situations. Participants were urged to bring with them materials that they might want reviewed (i.e., "sanitized" IEPs).

- The RAP Director hosted a session for Head Start administrative staff at one conference in each state. Urging them to bring concerns of their own, discussions were held on PA26, collaboration with the LEA, SEA, and public agencies, validation of the handicap effort, and component integration.

Ninety-two percent of the area's grantees attended RAP training; 33 percent (483) of the teachers and 23 percent (316) of the aides were trained; in addition to 299 others. RAP used the home-based training manual at two conferences, emphasizing how classroom teachers can use it as a teaching guide. Social services training was a part of eight conferences.

Mississippi RAP

No. of conferences:	7
No. of teaching staff trained:	545
No. of "others" trained:	79

The Mississippi RAP held seven two-day mainstreaming conferences in conjunction with the state's SFCs. An additional day of training in August was planned for one grantee unable to send many staff to any of the other conferences.

On the first day of five conferences, consultants conducted training sessions on the specific handicapping conditions that were assessed as training priorities by the teachers concerned. Health impairment was the one topic addressed at each.

On the second day of the conferences, workshops prepared teachers for the entrance of handicapped children into their classrooms. Concepts emphasized were feelings, parent involvement, assessment, curriculum, learning centers, and self-correcting activities. Teachers also learned about the services available to these children and families.

Based on feedback from SFCs, and the changing needs of programs as the year progressed, RAP changed the direction and format of the last two conferences. Generic topics -- mainstreaming, special materials, and behavior management -- were presented on the first day. On the second day, trainees chose two handicapping conditions from the four that these programs had determined were priorities: emotional disturbance, health impairment, mental retardation, and physical impairment.

- The RAP worked very closely with private consultants, component staff, and resource providers in presenting this year's training. Providers included Project RUN (OSE Outreach), Early Education Center (OSE Outreach), American Cancer Society, Developmental Disabilities, Mississippi Board of Health, Mississippi Health Association, Sickle Cell Anemia Program, and University Medical Center.

- "Guess Who's Coming to Dinner" was the title of the training sequence offered on the second day at the first five conferences. Teachers gathered and shared information about, applied assessment information to, prepared, and planned activities for their "guest." "Krista" was shown to the group.

Ninety-six percent or all but one of Mississippi grantees attended mainstreaming training. Although RAP tried to assist the grantee which could not attend to identify a source of funds for travel, it was unsuccessful. Twenty-three percent (311) of teachers and 17 percent (234) of aides attended; 79 others also attended. RAP did no home-based or social services this year.

University of Illinois RAP

No. of conferences: 11
No. of teaching staff trained: 935
No. of "others" trained: 695

The University of Illinois RAP trained grantees in more clusters than ever before; no one had to drive for more than two hours to attend a conference. Some Head Start programs closed so that staff could attend, others sent one-half of their staff each day. As a result of training in smaller groups and in more locales, programs could afford to send all staff, including bus drivers, volunteers, cooks, and other support staff. This helps to explain the proportionately high numbers of "others" that RAP trained this year. RAP conducted eleven conferences.

- A 60 percent return rate on RAP's needs assessment on training topics from the area's classroom staff encured the suitability of the training topics for each cluster.
- Since the topics were more Head Start-related, RAP used fewer consultants as trainers this year but did get support from Head Start directors and other program staff. RAP continued its practice of co-hosting each conference with a specific Head Start program, thereby forming a local team to plan and conduct the trianing.

Directors and handicap coordinators selected the training dates and most chose dates in the fall. As a result, RAP staff put on two two-day conferences in late October and five others between November 2-18.

As in years past, RAP jointly sponsored three days of training with the large Chicago grantee; a total of 883 attended over three days, almost half of which were teachers. Sessions on the following ten topics were repeated twice a day, each day: emotional disturbance, experiencing a handicap, early childhood development, mainstreaming, child abuse and neglect, parent involvement, IEP, component integration, diagnosis, and behavior management.

Speech impairment was a topic at five of the other ten conferences. IEPs and working with parents were frequent topics also. The next most common topics were classroom management, the high-risk child, and experiencing a handicap.

Others included, emotional disturbance, behavior management, learning disability, hearing impairment, and physical impairments; screening and assessment, diagnosis, transition, child abuse, mainstreaming, speech, language, and motor development, nutrition, child development, parent advocacy, and component integration.

Thirty-eight percent (654) of area teachers and 19 percent (281) of the teacher aides, plus 695 others trained represented 58 percent of the grantees. A session on the home-based option was presented at three Ohio and one Indiana conference. Social services training was provided at eight.

Portage RAP

No. of conferences:	9
No. of teaching staff trained:	682
No. of "others" trained:	255

Portage RAP conducted two two-day training conferences each in Minnesota and Wisconsin and four in Michigan, including a one-day conference in Detroit. Grantees in all states were invited to a special one-day workshop on working with the Spanish-speaking and the Indochinese child in Head Start.

Most workshops offered at this year's conferences lasted a full-day, including those on specific handicapping conditions, social services, and home-based issues, so that each trainee typically got in-depth information in two areas.

Workshops on specific handicapping conditions were offered at each conference; both emotional disturbance and speech impairment were offered at six of the nine. Health and physical impairments, visual impairments, hearing impairments, and learning disabilities, and mental retardation were less frequent topics. "Kids on the Block" appeared at one conference.

Trainees at more than half of the conferences had as choices gifted and talented individualizing in the classroom setting, and working with parents of the handicapped child. Behavior management, fostering acceptance of individual differences, and basic "survival" skills for the handicapped preschooler were occasional topics.

- Determining whether a child of a non-English speaking family has a speech impairment or language problems associated with learning a second language was the basis of workshops at three conferences. This met RAP's goal to address various speech problems attendant to bilingualism. The Spanish-speaking child and family was addressed at the Detroit, Michigan, conference where a bilingual curriculum being used at the Detroit Head Start was reviewed and discussed. Cultural differences influencing the Indochinese child's Head Start experience, teaching techniques, and activities for bilingual children were the central focus at the Bloomington, Minnesota conference. At another conference, participants could attend a full day of workshops on either of these subjects and discuss normal language development, identification of problems, testing, teaching ideas, and working with parents.

- A workshop titled "The Grieving and Coping Process of Parents of Handicapped Children" provided participants at two conferences a framework that allowed them to recognize, relate to, and identify what can and cannot be accomplished during the different stages of grief.

RAP trained 39 percent (445) of the teachers and 23 percent (237) of the aides; 255 others were also trained. Eighty-five percent of the area's grantees were represented at training. Home-based training, based on the Portage manual, was included at four conferences, as was social services training, which was based on the NYU manual. At two of the Michigan conferences, the social services training lasted for the two full days.

Texas Tech University RAP

No. of conferences: 15
No. of teaching staff trained: 1,270
No. of "others" trained: 2,287

After two years during which it trained one-half of the region's consortia each year, RAP decided to schedule five conferences in Texas and two in each of the other states to minimize the travel required of trainees. An additional conference in Arkansas, conducted to accommodate two grantees which could not send many staff to any other, and an August 1981 conference in Texas brought the year's total to 15 mainstreaming conferences.

RAP involved everyone in determining training content by communicating several times with all grantees, directors, and consortia coordinators as well as T/TA providers in each state to decide on final agendas. When RAP staff met with directors in October, they invited them to choose topics from the "Skill Building Blocks" and two handicapping conditions.

- "Skill Building Blocks," a modular training scheme developed to enhance handicap services delivery in Region VI, was a useful tool for grantees to use in identifying their specific training needs.
- The fifteen "blocks" include developing a plan for service delivery, child screening programs, public relations and advocacy, materials lending library for special needs, and diagnostic teams.
- RAP then corroborated the prioritized needs with other grantee staff to target needs precisely.

One or more handicapping conditions and sequentially appropriate topics composed the agendas at all but one conference where one full day was devoted to in-depth social services training. A few conferences offered separate tracks for different Head Start staff. Since RAP accommodated their training dates to training scheduled by others as much as possible, it happened that conferences in New Mexico, Texas, and Arkansas had to be scheduled within the same week. Between mainstreaming training and on-site training, one RAP staff member spent time on the road every week from August to May.

RAP staff relied heavily on staff from LATON (a regionally funded T/TA grant used to extend RAP's resources) to provide this training.

- Interagency agreements received particular attention at one Texas conference. The Texas SEA, an ACYF regional office representative, and the state handicap resource coordinator made a general presentation on cooperative agreements. This was followed by a panel comprised of representatives of an LEA, Head Start, and parent advocacy group who discussed how to develop local agrrements. While others attended mainstreaming topics in the afternoon, some participants worked on writing agreements in a two-hour workshop.

Travel distance and costs for RAP and for grantee staff continue to be difficult obstacles to surmount in Region VI. However, in 33 days of training this year, Texas Tech RAP reached 83 percent of the grantees, 37 percent (696) of teachers, 34 percent (574) of aides, and 287 others. Four of the conferences included social services trianing and one included home-based training.

Region VII RAP

No. of conferences: 8
No. of teaching staff trained: 160
No. of "others" trained: 196

The Region VII RAP held eight mainstreaming conferences. Each was tailored to meet the specific requests and needs of programs in its four state area. A large two-day conference was held in three states. Smaller conferences were also held in Kansas and Missouri and three one-day conferences in Iowa. As in past years, RAP extended an open invitation to grantees to request the training they wanted at any time throughout the year.

In Nebraska and Missouri, large conferences were held with collaborators. Missouri's "Conference on the Young Years" was planned by the RAP, SEA, and local AEYC and university staff. It featured 25 workshops and presentations and an update on two special projects in early childhood education. RAP provided three workshops. In Nebraska, the conference was a joint project of RAP and the SEA. It included a status report on handicap activities in the state and a workshop session on collaboration presented by a local Head Start and public school teacher. Three separate days of training in Des Moines constituted mainstreaming training for Iowa grantees, mostly local handicap coordinators. RAP meets every six weeks with these staff. In Kansas, an on-site workshop for one grantee and another for several grantees were held in addition to the state workshop.

- The film "Krista" was used for several different purposes this year. At a conference which focused on writing IEPs, participants viewed the film and then developed IEPs using Krista as a case study. At another, the film enabled small groups to discuss networking systems in rural and urban locales. An on-site conference devoted to working with parents also featured the film.

- Regular meetings with Iowa handicap coordinators were the inspiration for the workshop "Mainstreaming Stress," which was presented at four conferences. This focused on identifying sources and effects of stress and planning to deal with stressful situations related to mainstreaming. Noting that stress peaked at specific times of the year, staff could learn how to anticipate some and avoid other situations.

- Three conferences dealt with the blind/visually impaired. Des Moines participants toured the Iowa Commission for the Blind facility. Others learned about common impairments, their effects on learning, and the development of visual perceptual abilities, as well as how to adapt activities for visually-impaired children.

In all, 93 percent of the grantees attended mainstreaming conferences. Sixteen percent (90) of the teachers, 15 percent (70) of the aides, and 196 others were trained. Region VII like other RAPs designed training which they felt was most responsive to grantees in their region; this often meant training handicap coordinators instead of training teachers directly.

Grantees also preferred, and RAP agreed, to leave their mainstreaming training schedule open-ended so that grantees could request training from RAP as needed during the year. Region VII RAP therefore did not distinguish mainstreaming training from their responses to these requests. When RAPs were required to preplan and submit a list of all conferences they wished to have counted as the equivalent of mainstreaming training, Region VII RAP submitted only those which had been planned to date. Evaluators used the criteria outlined at the beginning of this section to distinguish mainstreaming training and counted the balance as other types of training, reported under Task 3. RAP trained 620 teachers and teacher aides in these other training efforts in addition to the 356 reported above. Social services training was held at two conferences; home-based training was not included at any.

University of Denver RAP

No. of conferences:	26
No. of teaching staff trained:	443
No. of "others" trained:	227

Five state, eight cluster, and thirteen on-site conferences were conducted this year by the University of Denver RAP. The format, design, and content of conferences were a direct result of feedback from grantees, especially the directors. Two-day statewide conferences constituted the mainstreaming training for the states of South Dakota, Wyoming, and North Dakota. South Dakota directors prefer having the opportunity to bring all staff together at a statewide conference; travel money was the deciding issue for Wyoming and North Dakota.

On-site conferences were held, in addition to a statewide conference, in both Utah and Montana. At the state conferences in North Dakota and Utah, and at one Colorado on-site conference, RAP trained trainers, who subsequently trained the rest of their staffs. RAP expects that some grantees in their region will continue to ask RAP to train trainers rather than teachers. In Colorado, with 22 of the region's 54 grantees, RAP conducted eight cluster and four on-site conferences.

- At most of the two-day, on-site conferences held in both Colorado and Montana, RAP staff followed a specific procedure. On the first day, they observed specific children in the classroom, talked with teachers individually, and provided suggestions at the end of the day. They also met with the handicap coordinator and director. With specific information in hand, they could return the next day prepared to gear needed training on structured observation, assessment tools, and IEPs to the appropriate experience level of staff.

In all, twenty conferences included handicapping conditions and sequentially appropriate training. Emotional disturbance and learning disabilities were the most frequent of the three specific conditions covered by RAP this year. Assessment and IEPs, however, were the most common topics overall. "What's Happening at the State Department," an opportunity to obtain current information and express ideas about the SEA, and "Self-Esteem in the Home and Classroom," which presented methods of facilitating self-esteem are examples of some other workshops offered.

In 46 days of training, RAP reached 91 percent of the area's grantees, 59 percent (270) of the teachers, 41 percent (173) of the aides, and 227 other staff. RAP did no social services training but did offer home-based training at four of its conferences.

Los Angeles RAP

No. of conferences: 10
No. of teaching staff trained: 556
No. of "others" trained: 226

In discussions with its advisory committee and a review of grantees' written needs assessments, the Los Angeles RAP noted a desire for training with a slightly different focus. Instead of concentrating on specific handicapping conditions *per se* , workshops focused on child development and the effect of handicaps on aspects of normal developmental stages. Telephone calls to all grantees confirmed this approach to training. As a result, only two of the ten conferences had sessions specifically on handicapping conditions.

- RAP training sessions included individual sessions on cognitive development, social and emotional development, language development, and motor development. In each participants reviewed the developmental process and milestones and learned individual and group activities appropriate for mainstreamed classrooms.
- Other workshops included medical management of children with handicaps, music and children with handicaps, teaming with parents, teaming with the public schools, an introduction to mainstreaming, multicultural issues, and screening.

Several conferences included one workshop in which a variety of such specialists as a speech pathologist, a learning disabilities specialist, and a clinical social worker answered teachers' questions about working with handicapped children. "Team Building" focused on how staff could work with others to plan and carry out individualized plans for children with handicaps. Participants explored how they functioned as part of a team, their teamwork styles, and ways to clarify communication as part of a group.

Programs were invited to attend any of the one-day conferences they could since none could attend conferences of two days' duration. RAP sent all agendas to every Head Start and scheduled something a little different at each so that staff could in effect get two days of training. One-day conferences are a necessity in RAP's service area because many Head Start programs are located with state preschools and cannot close without losing money.

Two conferences were held in Nevada, one in Arizona, and seven in California. Programs were invited to cross state lines to attend conferences which were more conveniently located. Two of the California conferences were multi-topical i.e., they provided separate training tracks on home-based, multi-cultural, and social services issues.

Los Angeles RAP trained 26 percent (408) of the teachers and 10 percent (148) of the aides, as well as 226 others. RAP training reached 88 percent of the grantees. Two conferences included social services training and five had home-based training.

Pacific RAP

No. of conferences:	11
No. of teaching staff trained:	230
No. of "others" trained:	79

Pacific RAP reached eleven of its twelve grantees at mainstreaming conferences. Seven of RAP's conferences this year were held throughout Micronesia. Staff spent as many as sixteen days on-site for conferences.

- Screening, assessment, and IEPs were common topics at Micronesian conferences. Trainers used films, including "Krista," games, puzzles, and simulation exercises to offer concrete experiences to participants.
- Each training conference for Hawaii grantees typically concentrated on one subject: screening, assessment and observation, or parent involvement. One included a handicapping condition. Workshops had a very practical approach; for example, where screening was the focus, children were screened over a two-day period as staff learned more about administering and screening the results.

With parents and directors in Guam, RAP showed a film and then used opaque masks and garbled tape recordings to simulate for them the experience of visual and hearing impairments. In both Saipan and Guam, RAP staff met with clusters of four teachers to review their IEPs and assessments; this necessitated 10 separate meetings.

Specific handicaps were usually topics at follow-up training and treated intensively. For example, specific training on visual impairments (Truk), cerebral pals/ (Ponape), hyperactivity (Majuro), and learning disabilities (Hawaii) were sequentially appropriate to earlier mainstreaming conferences.

Because little other training is available in the islands of Yap, Truk, Palau, Ponape, Marshalls, and CNMI, RAP staff are often called on to train various Head Start staffs when they are on-site, and so have learned to be flexible. At one conference this year, having expected to train experienced staff, trainers shifted gears when 40 parents, who had been meeting nearby, joined the group. RAP must also employ translators at many conferences because of the variety of languages in the service area. RAP staff usually make two rounds of trips to Micronesia each year, which doubles their experience with the problems and frustrations innate in such long distance travel. These include lost baggage and equipment, erratic transportation schedules, and uncertain weather.

RAP reached 92 percent of the grantees, 70 percent (127) of the teachers, 76 percent (103) of the aides, and 79 others. It provided neither social services nor home-based training during its conferences.

Portland State University RAP

No. of conferences:	7
No. of teaching staff trained:	227
No. of "others" trained:	161

Again this year, Portland State University RAP offered separate training tracks for entry-level teachers, for more experienced staff, and for family services workers. The Idaho conference was planned for family services staff only. At all other conferences, however, from four to eight handicapping conditions were topics. IEPs and integrating components also were topics at all of these conferences.

- Workshops on specific handicapping conditions were different for entry-level teachers and more experienced teachers. For example, for one-and-a-half hours, entry-level workshops on speech impairments were focused on normal speech and language development, the identification of impairments, and classroom strategies. The three hour advanced workshops concentrated on the types and causes of communications disorders, the assessment, diagnosis, and functional methods for mainstreaming, and methods for individualizing. While entry-level staff attended separate workshops on hearing and visual impairments, the advanced workshop focused on both of these sensory impairments, their effect on learning, identification, diagnosis, and classroom implications. Learning disabilities, motor delays and social/affective delays were treated in similar ways for each set of teachers.
- Interdisciplinary staffing was a workshop topic initiated by RAP. RAP felt the need to provide staff with information on team roles, team development, and the coordination and conduct of team meetings in the interest of the handicapped child.

RAP drew heavily from the NYU manual for its social services training. Workshops for family services staff touched on parent interviews, helping relationships, parents rights, and the staff's role in IEPs. Both family services staff and experienced teaching staff attended sessions on exploring the effect of handicaps on families as well as on interdisciplinary staffing.

Four conferences were held in Washington, two in Oregon, and one in Idaho. RAP staff conducted many of the sessions at each conference. RAP found that the film "A Child Is A Child," whose message is that handicapped children are children first, worked well as an introductory conference event. RAP training reached 80 percent of the grantees, 31 percent (125) of the teachers, and 30 percent (102) of the aides. Also, 161 other staff were trained. This was one of two RAPs which offered social servcies training at every conference.

Alaska RAP

No. of conferences: 7
No. of teaching staff trained: 32
No. of "others" trained: 11

The Alaska RAP has constant, informal communication with its three grantees. Frequent visits to centers enable staff to prepare training based on what they observe in the classroom and hear from program staff.

Mainstreaming conferences consisted of a workshop on speech impairments and usually one other specific handicap, and assessment. Several other sequentially appropriate topics, screening, diagnosis, parent involvement, and curriculum, were also covered.

At Chugiak Head Start, RAP training reviewed the milestones for language development and causes of delays. The workshop then focused on facilitating children's expressive language by means of structured and unstructured classroom activities. Participants learned how a standard classroom activity, reading a story, could be an excellent individualizing technique for language stimulation and then prepared an activity to use in the classrooms the next day. At Hooper Bay RAP observed in the classroom, administered screening and diagnostic tests, and talked with teachers about the results and possible remedial activities. After observation and evaluation in Unalakleet, RAP staff made direct contact with parents and homebased families. In Fairbanks, RAP held monthly training, for which CDA credit was available; public school special education aides were invited.

RAP trained 100 percent of its grantees, 42 percent (15) of the teachers, 46 percent (17) of the aides, and 11 others. RAP did not conduct social services or homebased training this year.

Task 5: Establish and Conduct Advisory Committee Meetings

Each RAP is required to establish an advisory committee for advice on matters of general policy and procedure, and for general planning, assessment, and evaluation. It is each RAP's decision to determine the function of the committee, how often it will meet, and the composition of its membership. However, at a minimum the following representatives must be included: an ACYF regional office representative, one Head Start director, and one parent of a handicapped child enrolled in a Head Start program. Suggested members are a representative from a local education agency and a handicap coordinator. RAPs ranked this task tenth in order of importance.

In 1981-82 the average RAP advisory committee had 14 members, one fewer than the previous year, with sizes ranging from eight members at the Nashville RAP to 22 at New England RAP. The composition of advisory committees varied at each. All but one RAP met the minimum requirements of the contract; Alaska's committee lacked parent representation. ACYF regional offices were represented on all advisory committees except Alaska's, where funds are limited for regional office staff travel. All RAPs have a handicap coordinator (or equivalent, such as a Specially Funded Cluster Coordinator in Region IV) on their advisory committees. Three RAP advisory committees had representatives from local education agencies. Only two RAPs included both required and suggested members on their committees (University of Illinois and University of Denver). Six RAPs had representation from Westinghouse, the Head Start Health contractor. Additional representatives on RAP advisory committees included those from regional T/TA providers, IMPD, BIA, state and local agencies, and individual professionals. The University of Denver continues to be the only RAP which includes teachers on the advisory committee.

SEA representation has decreased slightly since a year ago, from 41 to 40 states and territories this year. Seventy-four percent of all SEAs are members of advisory committees. Eight RAPs have representation from all states in their service areas; these same eight have done so for the last two years.

For the third year in a row every state or territory except Virginia is represented on RAP advisory committees. Seven RAPs have relatively equal geographical representation among their states and six draw heavily on home state resources. The two lone state RAPs tend to draw representatives from across their states.

Every RAP held at least one advisory committee meeting this year, and thirteen had held a second or had one planned before the end of the program year. Nashville and the University of Denver RAPs will have convened their committees only once this year. Portage RAP holds two-day advisory committee meetings. Pacific RAP has two committees, one which serves the Hawaiian grantees, and one which serves the Micronesian programs; each of these committees has met once.

RAPs use advisory committees as sounding boards and for feedback on their activities. Additionally, the committees assist RAPs with ideas and techniques for training conferences, review and disseminate RAP products, offer solutions to problems, and serve as advocates for RAP and Head Start's handicap effort. The meetings provide RAPs and the members opportunities to share information and discuss issues which cross state lines. Five RAPs called on advisory committee members to serve as trainers at RAP conferences or to assist in coordinating the conferences and identifying facilities and presenters. Six RAPs feel that committee members have helped to facilitate interagency work. Committee members wrote letters of support on RAP's behalf when future funding and continuation of the RAP network was in jeopardy. In sum, advisory committees provide RAPs with specific support and encouragement in their endeavors.

Task 6: Facilitate Collaborative Agreements under PL 94-142 with State Education Agencies, Local Education Agencies, and Head Start Grantees

What Head Start has had from the beginning is a commitment to optimize the services to young children within the community. Planners envisioned centers and staffs which would equip lower-income preschoolers with the same advantages as their middle class peers, but knew they could not do it alone. Implicitly and explicitly, staffs were expected to find and make use of community services to supplement care during the Head Start years and ease the transition into public school. This was never so important, however, as in the mid 70s, when Head Start was mandated to mainstream preschoolers with moderate and severe handicapping conditions and public schools were charged with providing a free and appropriate education to all handicapped children. PL 94-142 turned public schools into a significant resource. The Resource Access Projects were therefore obligated by their contracts to facilitate formal written agreements at state and local levels to ensure that preschoolers with handicapping conditions have access to all the services they require. Special emphasis was put on this task by requiring RAPs to submit those agreements which have been signed by Head Starts and state or local education agencies as deliverables by a specified date. RAPs ranked this task fourth in order of importance.

The definition of a formal written agreement has been left open by the national ACYF office. RAPs have thus used their own judgment in bringing key people together and urging them to make explicit the responsibility they share for children with handicaps and their families. To date formal written commitments have been made by 31 SEAs, 18 of which have been co-signed by ACYF. (See Table 15, Existing SEA/Head Start Agreements As Reported by RAPs, 1981-1982.) RAPs have been the primary facilitators of 20 of the 31 agreements, and have supported or aided regional contractors who have the same mandate with an additional five. This section will outline the content of agreements which have been newly signed with SEAs, discuss other instances of collaboration with SEAs, describe how RAP has worked to promote collaboration between Head Starts and LEAs and the outcomes, and present major instances of collaboration which have been facilitated by RAP between Head Start and other agencies serving handicapped preschoolers.

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Table 15

Existing SEA/Head Start Agreements As Reported By RAPs

		Title of Agreement	Signing Parties
Region I	CT	Interagency Agreement between the Connecticut Department of Education and Administration for Children, Youth and Families	Commissioner, Department of Education ACYF[1]
	MA	Interagency Agreement between the Massachusetts Department of Education and the Administration for Children, Youth and Families	Commissioner, Department of Education ACYF
Region II	NJ[2]	Agreement for Services 1980-1981	Issued by the Interdepartment Committee for Education to the Handicapped
	NY	Memorandum of Mutual Understanding	Executive Deputy Commissioner, State Education Department ACYF
Region III	DE	Statement of Agreement of Collaboration between Delaware Head Start Programs and the Delaware Department of Public Instruction, Exceptional Children/Special Programs Divisions	State Director, Exceptional Children/Special Programs ACYF
	MD	Signed Statement of Intent	Liaison, State Department of Education Head Start Training Officer
Region IV	FL	An Agreement between the Department of Community Affairs and the Department of Education on Behalf of Handicapped Children in Head Start Programs	Commissioner, Department of Education Secretary, Department of Community Affairs
	NC	Cooperative Agreement between North Carolina State Department of Public Instruction/Division for Exceptional Children and Administration for Children, Youth and Families	Department of Public Instruction ACYF
	KY	Joint Memorandum of Agreement Between Kentucky Department of Education and Kentucky Head Start Network (Represented by and under Region IV ACYF)	Superintendent of Public Instruction, Department of Education ACYF
Region V	IL	Memorandum re Current Relationship between Public Schools and Head Start Programs In The Delivery of Comprehensive Services to Three through Five Year Old Children with Handicaps (Updated 8/81)	State Superintendent of Education Chairperson, Illinois Association of Head Start Directors
	OH	Memorandum of Agreement between Ohio Division of Special Education and Ohio Head Start Handicap Services Advocate (Updated 12/80)	Director, Division of Special Education Ohio Head Start Handicap Services Advocate
	MN	Joint Statement of Policy between the Minnesota State Department of Education and Head Start Programs in Minnesota	Commissioner of Education ACYF
	WI	Joint Statement of Agreement between the Wisconsin Department of Public Instruction and Head Start in Wisconsin	Department of Public Instruction ACYF
Region VI	LA	An Agreement Concerning the Implementation of Act 754 of Louisiana Legislature of 1977	Superintendent, State Department of Education ACYF
	OK	Letter of Agreement between the Special Education Section Oklahoma State Department of Education and the Oklahoma Head Start Programs	State Superintendent of Public Instruction Director, Division of Economic Opportunity Director, Head Start T/TA
	AR	No signed agreement, but Head Start applies to SEA for funds generated through participation in Child Count, and receives funds directly.	

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[1] ACYF connotes a signature by the ACYF Regional Program Director or Acting Director

[2] Although not facilitated by RAP, Head Start has worked with the Interdepartment Committee to define areas of cooperation. These include public information about services, Head Start as a viable referral, diagnosis, and collaboration between Child Study Teams and Head Start to facilitate transition.

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Table 15 - Cont

		Title of Agreement	Signing Parties
Region VII	KS	Head Start-Kansas State Department of Education Cooperative Agreement	Commissioner, State Department of Education ACYF
	NB	Head Start-Nebraska Department of Education Cooperative Agreement	Nebraska Education Agency ACYF
Region VIII	ND	Collaborative Agreement between the North Dakota Department of Public Instruction/Special Education and Region VIII, Administration for Children, Youth and Families	Department of Public Instruction ACYF
	SD	Cooperative Agreement between the Section for Special Education (SEA) and Region VIII Administration for Children, Youth and Families	Director of Special Education ACYF
	UT	Utah State Office of Education/Regional Head Start Cooperative Agreement	State Superintendent ACYF
Region IX	AZ	Arizona grantees have contracted with the Arizona Department of Education for Part B-EHA LEA Entitlement Funds.	
	CA	Interagency Agreement between the State Department of Education/Office of Special Education and the Administration for Children, Youth and Families, Region IX, Head Start, U.S. Department of Health and Human Services	State Department of Education ACYF
	HA	Agreement between the Department of Education, State of Hawaii and Head Start Programs in Hawaii	Superintendent, Department of Education Directors, Hawaii Head Start Grantees
	Palau	Interagency Agreement between the Government of Palau Health Services, Education/Special Education Department and the Head Start for the Provision of Health Services and Education Services	Health Services Education Department Palau Community Action Agency
	Federated States of Micronesia Ponape	Interagency Agreement	Ponape Special Education Coordinator Vocational Education Supervisor Vocational Rehabilitation Coordinator Ponape Head Start Coordinator
	Federated States of Micronesia Yap	Handicapped Children, Youth and Adult Inter-Agency Agreement	Director, Department of Education Special Education Coordinator Acting Director, Health Services Public Health Officer Yap Head Start Director
	Guam[3]	Collaboration between the Guam SEA and Head Start is written into the State Plan.	
Region X	ID	Interagency Agreement between the Idaho Department of Education and the Department of Health, Education and Welfare, Region X, Administration for Children, Youth and Families	State Superintendent of Public Instruction ACYF
	OR	Interagency/Agreement between the Oregon Department of Education and the Department of Health and Human Services, Region X, Administration for Children, Youth and Families	Oregon Department of Education ACYF
	WA	Interagency Agreement between the State of Washington, Office of Superintendent of Public Instruction and the Department of Health, Education and Welfare, Region X, Administration for Children, Youth and Families	State Superintendent of Public Instruction ACYF

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[3] Although not facilitated by the Pacific RAP, an SEA/Head Start agreement has existed in Guam's state plan for two years. Provisions are made for speech and language therapy, general assessment and placement, SEA representation at IEP conferences, and Head Start inclusion in training conferences.

Head Start/SEA Agreements

Among the 31, six new agreements were directly facilitated by RAP this year. Agreements were signed by ACYF Regional Offices and SEAs in Connecticut, New York, Delaware and Kansas. In Arizona, Head Start grantees contracted with the State Department of Education for Part-B-EHA LEA entitlement funds after RAP negotiated a mechanism by which they could apply. And in Hawaii, an agreement was signed by the SEA and the four Head Start programs in the state.

The key points of the six new agreements are summarized below.

New York

- Head Start will provide, with parental consent, records of handicapped children three to five years of age for the purpose of annually identifying handicapped preschoolers residing in the district and enrolled in Head Start.
- Head Start will provide screening and evaluation results, with parental consent, to avoid unnecessary retesting; the SEA will encourage LEAs to accept properly executed screening and diagnostic work.
- SEA will encourage LEAs to develop joint agreements reflecting local conditions and resources and to share numerical census data with local Head Starts.
- Head Start will work with LEAs to develop a system for sharing of information through joint training efforts, sharing of materials and other relevant data, and explore the possibility of coordinating parent and staff training sessions with the Special Education Training and Resource Centers.

Connecticut

- The agreement fosters and facilitates collaboration between LEAs and Head Starts and indicates potential areas of difficulty and strategies for overcoming these.
- The agreement encourages the use of Head Start programs as integrated placements and suggests areas for collaboration: setting aside a portion of Head Start's over-income slots for referrals from LEA; schools' contracting with Head Start and paying full tuition; involving Head Start staff in all PPTs when Head Start is being considered as a placement; determinations by the PPT on all necessary related services.

- Three pilot projects will be selected to test, refine, and demonstrate collaborative strategies which can be replicated statewide.
- A joint Head Start/SEA conference will be held in June 1982 to train Head Starts and LEAs to implement the agreement.
- A task force composed of people affected by the agreement will play an ongoing role.
- The agreement will be renegotiated annually.

Delaware

- SEA will monitor Head Start programs re compliance with PL 94-142.
- Head Start is an appropriate placement, and dual placement may be appropriate.
- Head Start is to be included in Child Count.
- Head Start screens and then refers children to public schools for testing.
- Head Start will agree to release information for children's transition with parent approval, and orient children and families to the public school.
- Head Start and LEA personnel may participate in training sponsored by either party.

Kansas

- Head Start and the SEA will exchange information and materials about each others' mandates.
- Preschool screening and referral procedures will be coordinated.
- Head Start and the SEA will cooperate to develop a long-range plan for comprehensive services to preschool handicapped children and families.
- A survey of the level of coordinating between LEAs and Head Start will be jointly conducted and disseminated.
- Head Start, the SEA and RAP will share information on and open attendance at their training events.
- The SEA and RAP will co-sponsor the Regional Rural Network Conference on Special Education.

Arizona (contractual obligations)

- Head Starts are as eligible as LEAs to apply for the entitlement funds.
- Head Start must conduct Child Count by December 1 each year.
- Head Start will receive a certain amount of dollars for each child counted by December 1.
- Funds will flow form the state to two public agencies (the STO and the Phoenix Head Start grantee), and applications will be made annually.
- Head Start will administer services to handicapped children in compliance with PL 94-142 and be monitored by the state.

Hawaii

- Head Start and DOE will participate in IEP review and subsequent programming and placement.
- Head Start will screen and refer children suspected of being handicapped to DOE; DOE will assist with evaluation of children.
- DOE will include Head Start staff in in-service training.
- While Head Start grantees will screen and refer children to DOE, DOE can do the evaluation if Head Start does not have the expertise.
- If DOE can provide the diagnostician, they will provide in-house diagnoses as needed.

In addition to new agreements, others which were previously signed were updated this year. In Illinois, a memorandum of agreement was updated through the work of the state handicap advocate. The University of Illinois RAP reviewed the draft and is cited in the document. The Minnesota agreement is being updated and made more specific about transition, joint training, and local agreements with the guidance of the state handicap advocate and Portage RAP. An update of the North Dakota agreement is in progress and will require LEAs to collaborate with the Head Start in their district.

Future SEA/Head Start Agreements

Draft agreements currently exist in Georgia, Texas, Nevada, Truk, Marshall Islands*, Saipan, and the Commonwealth of the Northern Mariana Islands.

RAPs have been allowed the freedom to pace their efforts to the receptivity and priorities of the SEAs in the regions they serve. Although the RAP contract is unequivocal that where there is no written agreement between Head Start and the SEA it will be the task of the contractor to facilitate an agreement, it has seemed reasonable for RAPs to stop short of pressuring an SEA for a written agreement or insisting that an early childhood special education contact be named, and to redirect their efforts to facilitate local agreements. Evaluators have observed that even where state legislation or SEA recalcitrance have had a chilling effect on services to handicapped preschoolers, RAPs have generally not been diverted, and have, at the least, maintained regular contact by phone or mail in order to sustain an awareness of Head Start's handicap effort among state decision makers. On the other hand, three SEAs where agreements do not exist reported that they had not been contacted by RAP this year; two where agreements do exist had not been contacted. Although an argument might be made that agreements in some states are unlikely, and precious time and energy could be invested elsewhere, evaluators encourage RAPs to continue to reexamine their approach to this task to find and refine other mechanisms for serving handicapped children with the SEAs in their service areas. Where agreements have been negotiated, RAPs should assess whether they have been updated if so stipulated in the agreement.

Other Collaborative Efforts with SEAs

RAPs have maintained contact with the vast majority of SEAs in order to point to the benefits of collaboration. Even where signed agreements exist, they have created ways to involve SEAs with Head Start in other activities. SEAs sit on RAP advisory committees, and vice versa. They schedule routine meetings to keep each other current; materials are swapped, and technical assistance resources are shared. RAPs and SEAs have co-hosted training conferences or presented at each others workshops or panels. And in the process SEAs and RAPs have become better equipped to suggest options and find solutions to gaps and overlaps in services to young handicapped children. Space permits us to highlight only some of these activities here.

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*The Marshall Islands agreement was reported as a signed agreement last year. Although it was operational, Pacific RAP reports this year that it had not been formalized, and so is considered a draft.

- New England and University of Denver RAPs have each jointly designed questionnaires with SEAs to determine how Head Starts and LEAs are collaborating in order to expedite collaboration at the local level.

- NYU RAP requested the number of diagnosed handicapped 3- to 5-year-olds and their school districts from every Head Start in New York state to give to the SEA. On this basis, those school districts became eligible to receive federal funds under PL 94-142.

- In Washington, D.C., Region III RAP attended Child Find meetings, helped with the Spring Round-Up count to screen and identify preschoolers who are developmentally delayed, and helped coordinate screening for the D.C. Preschool Incentive Grant.

- As a result of a meeting between Region III RAP and the Pennsylvania SEA, the Assistant Commissioner sent a memo to public school intermediate units requiring them to provide services to Head Start if their children were being counted. After the RAP met with the SEA to share a copy of the Delaware agreement, the SEA agreed to begin work on a draft agreement.

- Chapel Hill RAP is helping the Georgia Learning Resource System put together a statewide conference on interagency collaboration for all concerned with preschool handicapped children; this is intended to stimulate more collaboration throughout the state.

- Mississippi RAP continued to serve on the State Advisory Board for Services to the Handicapped and the State Manpower Committee, a task force of the former, because these are potentially RAP's most productive areas for SEA/Head Start collaboration.

- Mississippi RAP wrote a letter to the SEA listing ways that Head Start could help public schools which the SEA could agree to (e.g., Child Find and cooperative transition and and training efforts).

- University of Illinois RAP coordinated four on-site conferences with the Illinois SEA and Head Start State Handicap Advocate to allow Head Starts and LEAs to review the Illinois memo of agreement and introduce personnel at the local level to each other in preparation for formulating local agreements.

- During canvass calls, the University of Illinois RAP collected data on the number of five-year-olds in Head Start, services received from Head Start, and Head Start contacts with LEAs and forwarded the information to the SEA for planning purposes.

- Portage RAP invited a representative from the Wisconsin State Bureau of Children with Special Needs to speak before a Head Start handicap coordinators' meeting re SSI, a school for the Deaf and Blind, and other resources available to Head Start; the Director of Special Education was invited to discuss the Head Start/SEA agreement.

- To encourage collaboration at the local level, Texas Tech RAP made a joint presentation with the Louisiana SEA at the SEA's Superconference III on handicap services available from Head Start.

- Texas Tech RAP invited the head of the Texas Educational Service Centers (ESCs) to discuss collaboration between Head Starts and LEAs and Head Starts and ESCs, at their Corpus Christi mainstreaming conference. The SEA and RAP arranged for programs to write local agreements together in the afternoon.

- Region VII RAP co-sponsored four meetings with the Nebraska SEA to enhance awareness of common concerns and differences among Head Starts and LEAs.

- Region VII RAP arranged for the Massachusetts SEA to make a presentation at the Missouri Young Years Conference; this modeled how state departments of education and Head Start can cooperate to everyone's advantage.

- In compliance with the new SEA/Head Start agreement in Kansas, Region VII RAP co-sponsored and planned a "Rural Network on Early Childhood Special Education" regional conference with the Kansas SEA. RAP presented on computers and rural networks; Region VII RAP helped the Kansas SEA establish a DEC chapter with the state's Council for Exceptional Children.

- In Colorado, the University of Denver RAP and the SEA jointly sponsored five training sessions for LEAs and Head Starts interested in establishing local collaborative agreements.

- Los Angeles RAP co-sponsored four workshops with the California SEA and ACYF on the new California SEA/Head Start agreement; the workshops allowed LEAs and Head Starts to exchange information and discuss methods for local collaboration agreements. LA RAP and the California SEA arranged a conference call to make modifications in the California SEA/Head Start agreement based on requests for clarification which surfaced in the field.
- Pacific RAP collaborated with the Marshall Islands Department of Education to arrange for two specialists to provide speech and hearing screening for the local Head Starts. As a result, Head Start children are receiving direct speech services.
- Portland State University RAP and the regional office formed the Washington Interagency Committee to discuss Head Start collaborative issues. Membership includes regional office, RAP, and Washington Department of Public Instruction staffs.
- Alaska RAP received federal funds through an Alaska Department of Education grant to replicate RAP services in non-Head Start communities and will meet requests for T/TA from preschool programs in school districts.

LEA/Head Start Agreements

Although the RAP contracts required the projects to submit signed Head Start/LEA agreements as deliverables, it did not make clear what RAP's role should or realistically could be. Last year evaluators had found that RAPs were unable to deliver agreements between LEAs with whom they have no established relationship, authority or responsibility and Head Starts whose relationship to school districts is often equally uncharted. Moreover, it has not been uncommon for hundreds or even thousands of LEAs to be located in one RAP catchment area. Thus, ACYF issued a technical direction on July 30, 1981 to clarify RAPs' responsibility. RAPs were expected to facilitate local agreements in states where there were signed SEA agreements, and, where appropriate, in states where SEA agreements did not yet exist. The RAPs were expected to make resource materials, including sample agreements, and technical assistance available to Head Starts working toward collaboration with their LEAs. The contract deliverable was clarified to mean that "each RAP must submit on the due date for final agreements the number of LEAs in each state and the number of signed Head Start/LEA agreements in that state." RAPs were not required to submit the agreements themselves or the lists of grantees and LEAs where an agreement had been written, but to keep a count, as best they could, of the LEA/Head Start signed agreements.

During on-site interviews, evaluators did solicit information on signed agreements which had been directly facilitated by RAP to document levels of intervention demonstrated by RAPs this year. Most RAPs reported that their work has been indirect. However, this year New England, Texas Tech, Los Angeles, and Alaska RAPs directly facilitated eight signed agreements.

In New England, an agreement signed by the Executive Director of ABCD, Inc. Head Start and an authorized representative of the Boston public schools specified that the public school system will screen three- and four-year-old children suspected of having a special need, make available to Head Start parents parent training workshops and materials sponsored by the schools, and conduct evaluations for three- and four-year-olds who have been referred for chapter 766 evaluations, following the referral procedures outlined in the agreement.

In Texas, RAP facilitated three agreements during afternoon workshops designed with the Texas SEA at the Corpus Christi mainstraming conference. Agreements were formed between the Community Action Council of South Texas and Region IX Education Service Center (ESC), Cameron and Williancy Counties Projects, Inc. and the Region XI, IX and XIV ESCs, and Nueces County Community Action Agency and the Region IX ESC. Through the agreements Head Start and the public schools share responsibility for transportation, screening and assessment, and information exchange. Two of the three make provisions for sharing training opportunities, and one for sharing diagnosticians and consultation. The Nueces Head Start also agreed to transport rural handicapped school children to the public school.

In California, the format and substance of the three signed local agreements are adopted from the California SEA/Head Start agreement. Agreements between Merced County (CAA) Head Start/Merced County District Special Education Service Region, Orange County Head Start, Inc./the Public School Districts of Orange County, and Los Angeles Unified School District/Office of the Los Angeles

Superintendent of Schools Head Start mirror the state-level agreement's delineation of responsibilities for the LEA and Head Start for search, assessment, IEPs, procedural safeguards, training and technical assistance, funding, and administration.

Alaska RAP helped the Chugiak Head Start and the Eagle River public school system to arrange for the placement of a public school special education classroom in the Head Start facility. This is a first in Alaska and the only case evaluators know of this kind. Up to that point, eight moderately to severely handicapped children were being bussed two or three hours to Anchorage several times in a week for special services. The children now receive the services in the special ed classroom, and are mainstreamed into the Head Start setting. The school district is paying for the space, and using Head Start and public school staff in the classroom.

What follows are examples of direct RAP intervention which in some cases did and in some cases did not materialize into a draft agreement. In other cases, RAP training enabled Head Start personnel to negotiate an agreement.

- Chapel Hill met with an LEA for one-half day to discuss linkages with a nearby Head Start.
- Mississippi RAP accompanied and lent support to Head Start special education staff members to meet with the LEA. A letter was subsequently written to document the LEA verbal agreement to screen and evaluate high risk speech children, provide therapy to speech and language children, and IEPs for speech impaired children.
- Mississippi RAP met several times with a Head Start preparing for an LEA agreement; in the end the LEA was not interested in a written agreement.
- Texas Tech RAP trained consortia handicap coordinators on the distinction between contracts and collaborative agreements and areas for collaboration at their first quarterly meeting; as a result, one handicap coordinator negotiated nine agreements. RAP provided technical assistance on wording to consortia directors and handicap coordinators.
- Texas Tech RAP invited Region III RAP, and Los Angeles RAP at another time, to make presentations on interagency teams and the role of handicap coordinators in the process, respectively, at consortia handicap coordinator quarterly

meetings. After the presentation of interagency teams, programs returned home to facilitate 106 local agreements.

- Region VII RAP provided technical assistance on collaboration to a Nebraska Head Start with public school teachers in attendance. Though not signed, this is an active, ongoing agreement.
- While co-sponsoring five training meetings with the Colorado SEA, University of Denver RAP facilitated a collaborative agreement between the Colorado Springs Head Start, the LEA, and the department of health. This agreement is scheduled to be signed at the end of August, 1982.
- Los Angeles RAP has been involved in the direct negotiation of seven LEA/Head Start draft agreements, and provided occasional TA to two other Head Starts working toward agreements.
- PSU RAP is giving technical assistance to four Head Start programs which are working through the collaborative process with LEAs.

Many RAPs have had to move cautiously in facilitating local collaboration. Where Head Start/LEA catchment boundaries are not clearly delineated and Head Starts are served by several LEAs, or vice versa, or where school districts worry that the agreements might be legally binding, or where Head Starts are concerned that making informal arrangements explicit will reduce their flexibility in negotiating additional services, RAP's efforts have been more indirect.

Instead, they have concentrated on clearing up misconceptions harbored by LEAs and Head Starts, or raising awareness of the potential benefits to the children served by both. RAPs have emphasized the importance of collaboration by training Head Starts how to organize local groups for collaboration, plan strategy and problem-solve obstacles. They have devoted segments of meetings with handicap coordinators, SFCs, and consortia coordinators to encourage collaboration and used informal opportunities to influence the attitudes of Head Start personnel. All surveyed their grantees to collect information about the status of LEA agreements for the RAP Task Force on LEAs. In addition, RAPs have forwarded sample LEA/Head Start collaborative agreements to interested parties, disseminated relevant materials and information, and supported SEA and ACYF efforts to encourage LEAs and Head Starts to collaborate. All RAPs have made themselves available to provide technical assistance upon request. Examples of indirect RAP intervention to promote collaborative agreements follow:

- New England RAP helped three Head Start programs resolve problems with diagnostic reports, referrals and appropriate placements which would make way for future collaboration.
- Chapel Hill RAP designed a "Building Bridges" workshop on the transition from Head Start to public schools and piloted it at mainstreaming conferences.
- Nashville RAP presented on their LEA/Head Start collaboration efforts at the Tennessee CEC conference, and followed up with letters to participating classroom teachers listing the names of local handicap coordinators and SFCs.
- Mississippi RAP has initiated contact with principals and local superintendents about collaboration with Head Start.
- Mississippi RAP provided TA to an LEA having difficulty getting information from the local Head Start. The Head Start subsequently contacted the LEA, and the SFC is following up.
- University of Illinois RAP developed a checklist of basic ingredients for successful interagency agreements.
- University of Illinois, University of Denver and Alaska RAPs have recruited LEA representatives for their advisory committees.
- Portage RAP sponsored a national handicap coordinators' meeting at the national Head Start meeting in Detroit to share ideas and successful approaches to agreements.
- Texas Tech used LEAs as trainers at three mainstreaming conferences.
- University of Denver RAP developed a manual to help Head Starts and LEAs develop local agreements.
- University of Denver RAP and the North Dakota SEA have agreed to update the SEA/Head Start collaborative agreement to require each LEA in the state to form an agreement if there is a Head Start in their district.
- Los Angeles RAP wrote and disseminated procedures for direct negotiation between Head Starts and LEAs.

Collaboration with Other Agencies

In addition to their work with state and local education agencies, RAPs have successfully collaborated with other agencies mandated to serve preschoolers with handicapping conditions. RAPs have become skilled at networking formally and informally with colleagues in the public and private sectors to pinpoint gaps in services to young handicapped children, identify and pool resources, and affect legislation. RAPs have facilitated cooperative agreements between Head Start and Departments of Health, Supplemental Security Income (SSI) offices, UAFs, and private service providers. They have met and trained with developmental Disabilities Councils and have linked Head Start programs with EPSDT personnel and Maternal and Child Health Centers. RAPs have frequently selected materials developed by other agencies to disseminate.

Interviews with RAPs showed that they are alert to potential linkages with a wide variety of national and community agencies. The examples cited here are some of many which have been either a sustained relationship or have potential as an ongoing relationship.

- New England RAP collaborated with Children's Hospital in Boston (UAF) to develop and deliver training on how child abuse affects the developmentally disabled child as day one of their mainstreaming training conferences.
- Region III RAP has been helping the D.C. grantee meet its 10 percent mandate by facilitating the grantee's participation on the Developmental Disabilities Council and encouraging the council to assist the grantee with recruitment.
- Chapel Hill RAP is working closely with State Boards of Examiners for Speech Pathologists and Audiologists in their service area so that they can clarify state regulations for Head Starts and make lists of certified professionals available to them.
- Nashville RAP facilitated and supported the Alabama Head Start Advisory Committee for Services to Handicapped Children, composed of all early childhood service providers in the state. The committee has conducted a survey of needs, practices, and available resources, outlined concerns about state and Head Start policy conflicts and inconsistencies and collaborated informally at several levels.

- The University of Illinois RAP collects information for the Ohio Developmental Disabilities Council to support their efforts to identify gaps in service to preschool handicapped children.

- Portage RAP arranged for the network of handicap coordinators in Wisconsin to tour the UAF and discuss collaboration for hearing screenings. The coordinators and UAF identified services which could be exchanged, and signed a collaborative agreement.

- In Michigan, the Head Start/SSI agreement which has placed field coordinators in Head Start centers is being implemented. Portage RAP is trying to simulate their networking among Head Start handicap coordinators with the field coordinators.

- Texas Tech RAP has been asked by a task force of early childhood providers organized by the Louisiana Developmental Disabilities Council to train community providers how to initiate a community collaborative effort to strengthen the delivery of services to preschool handicapped children. The task force has identified gaps in services in the state, and will select pilot sites where Head Start, Early Childhood Service Centers, Developmental Disability and Mental Health components exist in the same area.

- Texas Tech facilitated agreements between the South Plains Handicap Consortium and the Texas Tech Developmental Disabilities Unit, and the Nueces Consortium and Advocacy, Inc., a protective and advocacy program based in Texas.

- Region VII negotiated an agreement between the Kansas Head Start Directors' Association and the Crippled Childrens' Agency. RAP helped to draft the agreement and acted as an intermediary.

- Los Angeles RAP's co-director is president of the California Consortium of BEH/HCEEP Projects. Through membership on this and other committees, the RAP is increasing the visibility of Head Start among California's early childhood special education providers, specifically, and the special education community in general.

- Pacific RAP worked with the University of Guam, the Community College of the Northern Mariana Islands, and the Community College of Micronesia to arrange credit for Head Start/RAP training. All Head Start teachers must have AA degrees in Truk, Saipan, Palau, and Ponape.

- Alaska RAP participates in staffings at the Infant Learning Project Center on the placement of children in Head Start or public schools. RAP also provides technical assistance and materials to the project.

- Alaska RAP works with the Early Childhood Coordination Project to identify early childhood needs and potential providers. RAP monitors legislations and is developing a resource provider file.

Task 7: Attend Head Start Association Meetings

RAPs must send one staff member to at least one state or regional Head Start directors' association meeting. Their attendance at these meetings enables RAPs to keep directors informed of the availability of RAPs' services, provide an update on their activities, receive feedback on their products and training ideas, and schedule services and training. The meetings also offer directors an opportunity to generate direct requests for assistance. RAPs ranked this task seventh in order of importance.

RAP staff attended 79 state meetings and 13 regional meetings during the past year. The combined figures have almost doubled from the total of 50 meetings attended three years ago. Nine RAPs attended at least one meeting in all of the states in their service area, four RAPs attended meetings in all but one state, and two RAPs each attended meetings in three of six states. Non-attendance was usually attributed to conflicts in schedules, poor weather, or yet-to-be-scheduled meetings. In all, meetings were attended in 41 states and three territories.

Considering the contract requirements stating that RAPs must attend one meeting, it is evident from the high number of meetings attended by the network that these are important to RAPs. Most RAPs stated that attendance is important for their planning of training and services, for information exchange, for determining program needs, and for direct contact with directors. One RAP is viewed as a non-voting member of a state directors' association, and another was recently invited to be a voting member.

Task 8: Attend National RAP Meetings

National RAP meetings bring together key staff from each RAP. RAPs met twice this year, both times in the area of Washington, D.C. The first meeting was held in Fredericksburg, Virginia, from October 12-16, 1981, and the second in Washington, D.C. from April 5-9, 1982. At the spring meeting, the network had the opportunity to meet its new government project officer and, for the first time, several members of the ACYF national office staff who made informal presentations on Head Start projects of interest to RAPs. Updates from national office staff, information sharing among RAPs, and task force meetings were the primary benefits cited by the RAPs. The meetings also permitted discussions about RAP's future and clarified some unresolved issues. RAPs ranked this task sixth in order of importance.

RAP staff have come to rely on the timely and straightforward information available from national level staff. Some mentioned that these occasions have been their first opportunity to receive important information, which has enhanced their credibility with grantees at home. RAPs also benefit individually and as a network from the sense of direction that derives from identifying trends and setting priorities together. The meetings enable discussion of prospective activities and encourage decisionmaking and reflection by the entire group.

RAPs value the formal and informal opportunities to exchange ideas that these meetings afford. The agenda always includes time for RAPs to introduce and distribute new materials and to report on recent activities. Most RAPs, however, expressed some dissatisfaction with the format for their group sharing this year. In general, they felt that the sessions did not offer enough structure, focus or time to be as effective as possible. The remedies they suggested included predetermining a topic for in-depth sharing (e.g., conference topics, needs assessment), allowing each RAP more time, and spreading the sharing period over the entire meeting. It was suggested that each RAP still be allotted a short time for a general report and to have those who want to elaborate on their activities do so at another time. This proposed format would also relieve the pressure a few RAPs feel to develop new products to introduce at each meeting.

The Washington, D.C. area was selected for both meetings primarily because of the restriction on federal employees' travel. RAPs generally seemed pleased with the accessibility to national office staff the locations made possible and one RAP suggested holding one meeting in Washington each year from now on. Three mid-western RAPs, however, felt that high cost of traveling to or staying in the Washington area itself was a problem. Two would have preferred using this money to bring more staff to the meetings. Two other RAPs found that being in Washington increased the likelihood that demands would be made on their already heavy schedules by other contacts.

The dates for the meeting were a problem for some because they coincided with training plans, and it was suggested that meetings should not be held during religious holidays. Although people's coming and going during the meetings has been an issue in the past, staff who work on RAP for only 10-20 percent of their time asked for some consideration regarding mandatory attendance at the five-day meetings. Some recommendations were also made about the meetings' content: 1) include discussion of such substantive issues as the Head Start diagnostic criteria and delayed diagnosis; 2) plan more small group working sessions and fewer information-giving sessions; 3) encourage RAPs to demonstrate training or products rather than report on RAP activities; and 4) invite more RAPs to conduct training. It was also suggested that task force meetings not be held during regular meeting times so that members do not have to miss group discussions.

The RAPs are unanimous in feeling that the national meetings reinforce their identity as a network. As they learn about others' new efforts, they are reminded that their individual projects fit into a larger scheme. Training ideas, techniques, and materials are the main commodities shared. Camaraderie, support, and professional stimulation are mutually enjoyed. These biannual meetings offer RAP staff a change of pace and setting that many find refreshing and energizing.

Task 9: Participate on RAP Task Forces

Task force membership can be an individual choice or an assignment made by the project officer. The task force concept has been embraced by RAPs over the years and has proven to be an effective means for advising the network on selected issues and for developing materials useful to Head Start. This task ranked ninth in order of importance.

Five task forces continued from the previous year. While the work of task forces on speech impaired children in Head Start and PA26 funds was concluded early in the year, the computerized record-keeping system, CDA handicap competencies, and collaborative LEA agreement task forces continued through the program year. Two new ones were formed at the April meeting. The purposes, accomplishments, and problems associated with this year's task forces are described below.

The Computer Task Force, now in its third year, continued to provide support and direction during the computerization of the RAP network. All RAPs now have computers. This year ACYF contracted with New England RAP to be the short-term manager during the transition, modifying its contract for one year to include five new tasks: 1) ongoing T/TA regarding the use of hardware and software ; 2) preventive maintenance; 3) resolution of software problems; 4) and software modification. A programmer, validator, and computer application specialist were hired under this contract. The task force served in an advisory capacity to the computer management project.

Among its accomplishments, the task force defined priorities for the development of the data bases; clarified attributes; helped settle problems associated with lease/buy agreements; and advised on the best use of funds available for the computer effort. They were a sounding board for the chairperson, worked to standardize the methods for entering activities and task records, and prepared to update staff on record-keeping practices at the next national meeting.

The chairperson felt that the task force offered her great support; they in turn lauded her clarity and leadership. The group met four times, two of these at the national meetings. The costs incurred by members traveling to the two other meetings was a problem for some, as was the time involved; one RAP director implied that extra compensation might be in order. In the opinion of some members of the task force, the success of the entire effort hinges on the speed and competence RAPs now demonstrate in applying the computers to their work. Members of the computer task force are: New England (chairperson), New York University, Chapel Hill, Region VII, University of Denver and Los Angeles RAPs, and Roy Littlejohn Associates, Inc.

Established last year, the LEA Task Force had developed a survey, which the RAPs had completed, on the status of LEA/Head Start agreements. By the beginning of this year, it was still in the process of developing media. "LEA Collaboration on My Mind" and "An Invitation to Join Head Start in Serving Children With Special Needs," a slidetape and a brochure, were introduced to RAPs by the chairperson from Chapel Hill at this year's first national meeting. This slidetape is designed for LEA viewers, and will help Head Start administrators articulate the need for collaboration to school administrators. A second slide presentation "The Process of Collaboration," treats the same topic more in-depth and suggests steps leading to collaboration. Also at that first national meeting, Georgetown RAP reported on the DHHS Interagency Task Force for Improving Services to Preschool Handicapped Children and introduced the latter's new workbook, A Community Collaboration Effort. The workbook, which was made available to RAP, is designed to assist communities to identify their resources as well as gaps in area services. The Mississippi (chairperson), Chapel Hill, and Region III RAPs are task force members.

The CDA task force, which at times last year served as the curriculum task force, was reoriented to its original purpose at the Fredericksburg meeting: to review and make recommendations on proposed CDA handicap competencies. By this year, however, an ACYF contract had been awarded to Bank Street College to develop these competencies. This task force met at both national meetings and one other time. They reviewed several drafts of the competencies developed by the contractor, made comments, and formally reported their recommendations to Bank Street. At the April meeting the task force again reviewed the draft competencies and met with the RAP project officer and Bank Street. They strongly recommended that competencies for working with handicapped children be incorporated into the existing CDA competencies instead of being written separately. The task force's role was not clear enough to some members, particularly what its relationship to the Bank Street contractor should be. This situation was exacerbated by confusion about task force leadership, limited opportunities to meet, the national office's failure to get RAP feedback to the contractor, and perhaps the shifts in assignments during the task force's life. In the end, however, members felt that their recommendations to incorporate handicap competencies had been heard and understood at the April meeting. Members of the task force are: Texas Tech University (chairperson), New York University, Region III, Mississippi, Los Angeles, and Portland State University RAPs.

The activities of the Speech Task Force this year supported an ACYF contractor, Applied Management Sciences (AMS), selected to study the incidence of speech impaired children in Head Start. As members of the new contractor's advisory committee, task force members attended a meeting in August 1981 to discuss questionnaires developed by AMS to collect data and how the final data was to be used. At Fredericksburg, AMS staff explained the study's methodology to the network at large and invited RAP staff to critique the proposed instrumentation. Task force members also critiqued the draft of a manual which would guide Head Start during the diagnostic process and identifies sites for pilot testing the data collection instruments.

Members felt a lack of guidance from the national level about their ongoing role as well as some reservations about the design and expected outcomes of the study. Various problems stemmed from a lack of communication: the contractor's advisory committee was never reconvened; several RAP recommendations were not incorporated; and the task force members were not officially informed by the national office that the task force had been terminated. Finally, several members expressed discomfort about not having sufficient information to explain the study's progress to grantees who inquired about it. The task force members are the Alaska (chairperson), Region III, Chapel Hill, Nashville, University of Illinois, and Texas Tech RAPs.

The PA26 Task Force operated until mid-year. After collecting information on the purpose, uses, and cost categories of PA26, the program account for Head Start handicap activities, each member submitted a section of the proposed report to the chairperson who wrote a draft of a manual to guide Head Starts on the use of PA26 funds. RAPs reviewed the draft product. The national office subsequently decided to postpone the project indefinitely, and the task force's responsibilities ended. Some task force members were disappointed with the decision to shelve the report believing that Head Starts need more guidance on PA26. Members of this task force are Texas Tech (chairperson), Los Angeles, and Pacific RAPs.

The two newly formed task forces did preliminary research this spring. The Computer Technology Task Force began to collect information on computer use in preschool curricula. It comprised the Region III (chairperson), New England, New York University, Nashville, University of Illinois, Portage, Texas Tech, University of Denver, and Alsaka RAPs. The Task Force on Linkages/Organizations, too, began collecting information about organizations with which Head Start does not yet have a relationship and which might be beneficial for Head Start to be linked with. Members are Chapel Hill, Nashville, Mississippi, Portage, Region VII, and Denver RAPs.

Task 10: Implement an Automated Information and Retrieval System

RAPs are required to implement a uniform record-keeping system to document program efforts and maintain accountability. This task was ranked fifth this year. The RAP network has progressed from a manual system implemented six years ago, through a problem-ridden automated management information system (MIS), which ended in the termination of the MIS development contract, to the current MIS which has been in development for the past two years. Last year the RAP computer task force was charged with selecting appropriate hardware and designing an interim record-keeping system until software could be developed. The task force selected the Apple III computer, negotiated leasing agreements for 13 RAPs, advised that Alaska and Pacific RAPs be added to the computerized network, and hired a consultant to develop the software, and an IV and V contractor to validate his work.

With much work yet to be done and task force members overextended, in 1981-82 ACYF awarded New England RAP, chair of the computer task force, additional funds to carry out a short-term computer management project. The elements of the management system were: 1) training and technical assistance, 2) preventive maintenance, 3) problem resolution, 4) software modification, and 5) use of the computer task force in an advisory capacity.

Though progress has sometimes been slower than hoped, and "bugs" and unexpected delays frequently set efforts back by weeks, and even months, a great deal has been accomplished. From October 1981 through June 1982, RAPs have come closer to a fully operational computerized MIS because of the following major accomplishments of the computer management project staff and the computer task force members:

- All 15 RAPs have received an Apple III computer, two additional disk drives, a TV monitor, a modem, and a printer.
- All RAPs received the following prepackaged software to develop and operate the system: Apple III DOS 3.3 operating system, Pascal language system, Business Basic, Systems Utilities, Mail List Manager, VisiCalc and Apple Writer III.

- The software consultant hired by the computer management project developed a tailor-made program for RAP use. To date, RAPPLES includes two data bases; agencies (Head Start, non-Head Start and providers) and bibliographic resources. Yet to be developed is the events data base although a scratchpad for personal notations has been completed. The information may be manipulated by using the following functions: enter, edit, and select. The agency data base may be printed. The tally function has not been developed.

- The computer management project hired a full-time computer application specialist to provide training and technical assistance to the RAPs, and a half time administrative assistant to assist. The specialist makes monthly phone calls to RAPs to offer technical assistance.

- The computer application specialist has disseminated monthly bulletins since the beginning of 1982, which discuss care of the hardware and disks, procedures to maintain a uniform system within the network, information about how RAPs are adapting the system to their uses, and innovations in computer hardware and software technology.

- The management project has conducted three two-day training events. At the national RAP meeting in October 1981, RAPs received a formal introduction to Apple III hardware use and prepackaged software. In April 1982, RAPs received overview training on the expanded RAPPLES at the RAP meeting and each RAP was, in addition, assigned to a two-day training session in Washington, D.C., Boston, or Los Angeles in the spring. There they were trained to use the expanded RAPPLE, VisiCalc, and Apple Writer III, and Mail List Manager.

- The computer task force has served as an advisory committee to the computer management project. They have met twice in conjunction with national RAP meetings, and twice in addition. The task force has made decisions about software, has painstakingly refined definitions for activity attributes, has designed training for the national RAP meeting in August, and has updated and expanded a self-instructional manual for using RAPPLES and coding information.

Evaluators spoke with RAP personnel during site visits to determine what start-up problems RAPs have faced with their computers this year, how much progress has been made in entering the agency data base, and how RAPs perceive the new system.

Most commonly RAPs expressed frustration with attributes (used to record the essential characteristics of a person, program or event). They had found that the attributes did not always seem applicable to the work RAPs are doing; consequently, some added their own. Evaluators found other problemsome applications related to attributes included:

- Some staff liberally apply up to four attributes to describe the essence of an activity, others code conservatively, using only one or two codes.
- Some attributes become "catch-alls" (e.g., administrative planning, mainstreaming).
- Some RAPs applied certain attributes only to handicap-related issues, while others applied the same attributes to issues whether handicap-related or not (e.g., administraistrative planning, Head Start policy/regulation).

Problemsome recording practices related to task records included:

- Certain tasks are not apt to be recorded at every RAP (i.e., task forces, implementation of MIS).
- There is great variance in the content of task records and much of the required material is missing, especially dates.
- Activities associated with conferences and collaborative efforts are often recorded as separate task records.

Included among problemsome applications specific to activity forms were:

- Names and titles of requestors are often omitted.
- Occasionally more than one activity type is used for a single activity.
- The facilitation category continues to be misused; there is still some confusion over the distinction between information and materials.

During the summer task force meeting, members used the feedback from RAPs and the evaluators' site interviews to clarify the definitions, add missing attributes, and address other inconsistencies in recording practices. RAPs have adopted a wait and see attitude about how time-consuming the new system will be.

Several were looking forward to the block of time summer affords to master the hardware and software.

One RAP has entered all Head Starts into the agency data base; five have entered some. One RAP has entered all non-Head Starts, two have entered some. And five RAPs of 15 have begun to enter providers. Interviews revealed that five RAPs have had hardware glitches, and had lost time while repairs or replacements were being effected. Having to wait for software to be developed, two RAPs had designed their own and begun to enter data. Another RAP, frustrated by how much time had been lost in self-training, would have preferred to have been told to leave the computer in the box until technical assistance could be provided. And others discovered bugs or shortcomings while experimenting which they have identified for the computer management project.

On balance, RAPs have been patient, inventive, and optimistic. Most look forward to the system's capabilities and the implications for improved networking. RAPs' initial suspicion of the computer and tendency to keep it at arm's length are slowly being outweighed by their interest in its possibilities.

Task 11: Assist with the Annual Survey of Handicapped Children in Head Start

Information about the handicap effort of every Head Start grantee is gathered on an annual basis. This information is compiled and submitted to Congress in the Annual Report on the Status of Handicapped Children in Head Start Programs. For five years ACYF has advised Head Start programs to address any questions relating to the Annual Survey to RAPs. This year the survey was administered in conjunction with the Performance Indicators initiative. The questionnaires were not sent to Head Start programs until May 1982, five months later than in previous years. Consequently, RAPs had received no specific requests for assistance at the time of the evaluation site visits. However, two RAPs had answered questions from grantees regarding interpretation of diagnostic criteria and other data as the grantees prepared for the survey.

Most RAPs informed grantees of their availability for assistance when the survey did arrive and encouraged programs to collect certain data early to expedite filling out the forms. Two RAPs provided information on the survey to all new handicap coordinators and directors in their service area. Six RAPs reported that they discussed various aspects of the survey at handicap coordinator or similar meetings, such as the need for the survey, timing of it, and uses of the data. RAPs ranked this task eleventh in order of importance.

Regional Office Perspectives

One or more staff members at each regional office act as the RAP liaison. As national contractors, RAPs are not directly responsible to regional offices, but have formed cooperative relationships with regional ACYF staff and T/TA providers to serve grantees. Through mutual projects, attendance at RAP training, and word-of-mouth, regional liaisons have developed a valuable perspective on RAP performance. Evaluators schedule a brief interview with these personnel each spring while conducting site visits.

Each liaison is asked to comment on grantees' reactions to RAP services and to highlight specific activities from the past year, including RAP's most valuable service. Evaluators are also interested in what changes have occurred because of RAP, how RAP has blended with the region's system for the delivery of handicap services, and whether there is room for improvement or any direction RAPs should take in the future.

Because of a vast federal reorganization this year, several RAP liaisons were newly appointed and a few regional offices found themselves preoccupied with internal changes. Consolidation in Regions IV and VII, for example, resulted in the loss of the handicap specialist position and the transfer of this responsibility to persons with other program responsibilities. The announcement midyear that the T/TA system would be revamped as well created some tension. In regions where the handicap liaison had changed, regional staff did not feel there were ill effects, but cautioned that time would tell.

In all cases RAPs were found to be working well with their regional peers and actually spearheading collaboration among contractors in a few areas. RAPs continued to keep the regional office and other contractors informed of their activities and training schedules and continued to accommodate their requests as they arose.

Regional Office staff observed that grantees were very pleased with RAP's work. Where room for improvement had been noted in some regions last year, RAPs "had been more responsive," "provided direction again," or received fewer complaints from the field this year. A mixed reaction toward training conferences among grantees in one area seemed to be balanced by their desire for more training and a very positive reaction to the gains RAP had effected with local and state education agencies. When asked to cite the most valuable service, regional personnel most often singled out the immediacy and quality of RAPs' responses, to themselves and to grantees, and RAP training. Collaborative efforts with LEAs, SEAs, and public agencies, networking with other T/TA providers, materials development, and meetings with local handicap coordinators were also valuable services. About half had suggestions for how RAP might improve its work, discussed below. A few would like RAP to offer similar services in other Head Start component areas in the future.

RAPs were credited with making significant changes in the competence and sophistication of the Head Start handicap effort. In Regions II, VII, and X, liaisons saw notable improvements in the accuracy and quality of diagnoses. RAPs have increased the professional abilities of Head Start staff in Regions I, II, IV, VII, VIII, IX, and X by helping programs to enroll and mainstream more severely handicapped children and become more knowledgeable about specific handicaps and IEPs. Creating a climate for and facilitating interagency agreements were RAP efforts highlighted in Regions I, III, VII, VIII, and IX. In Regions V and VI, the regional office cited the RAP's networking initiative among handicap coordinators.

RAP continued its collaborative work in Region I this year particularly in Massachusetts, Rhode Island, and Connecticut. RAP was an integral part of a team that worked to get the Connecticut state agreement signed in June, brought "dramatic results" in Head Start directors' and coordinators' work with Massachusetts public schools, and was instrumental in getting Head Start included in Rhode Island law. RAP trained and provided data to regional staff and accompanied them on-site to help grantees on several occasions. RAP's responsive TA to programs experiencing problems and its brokering were the most valuable services. The regional office appreciated the role of RAP in communicating and transmitting consistent policy throughout the region. Staff credited RAP with helping programs enroll more severely handicapped children, helping Connecticut and Massachusetts grantees develop local LEA agreements, and developing excellent materials. The regional office had no suggestions for improvement, short of adding to RAP staff, but hoped that RAP could help them assess the home-based handicap effort.

Region II grantees are eager to send more staff to training every year. They and regional Office staff have come to count on accurate responses to their questions and follow up from RAP. Regional staff were impressed with the scope and variety of this year's training as well as the trainers themselves. On several occasions, RAP went "beyond the call of duty" by directly serving individual families, and was instrumental in developing the New York state agreement. RAP's training, responsiveness, SEA collaboration, and cooperation with the region's T/TA network were all considered to be most valuable services. Changes attributed to RAP were more accurate diagnoses of speech impairments and greater familiarity with handicaps and related concepts among grantees. Based on RAP's past achievements and this year's focus on services to families, the regional office would like RAP to become more involved in mental health counseling for children and families, nutrition, and child abuse.

RAP has a very positive reputation in the field and among Region III personnel. Its statewide training conferences and TA, which helped the District of Columbia meet its 10 percent mandate, were cited as most valuable services. RAP's collaborative work, which included the signing of a state agreement in Delaware, was also highlighted. Although new to the position, the regional liaison was aware of RAP's cooperative relationship with other T/TA contractors with whom RAP had coordinated several large conferences this year. RAP is not only responsive to grantees' questions regarding their handicap efforts, but also keeps the regional office well informed. The regional office had no suggestions for improvement but wants RAP to continue the work it has done, particularly its advocacy for interagency agreements.

Region IV personnel highlighted all three RAPs' expert training as the most valuable of RAP activities. Besides having gotten "more than their money's worth" from training, they believe Head Start programs have benefited from RAPs' materials, consistent policy guidance, and stability. The newly assigned liaison noted the close working relationship of the SFCs and RAP and the RAPs' improved coordination with STCs. Anticipating changes in the regional

T/TA delivery, the liaison forecasted an expanded role for RAP. The regional office is aware that grantees desire more individualized, on-site training. And the regional liaison thinks the national office should increase its own on-site monitoring and evaluation of RAP. The RAPs have provided practical knowledge and materials that have raised grantees' expertise in the handicap effort, and regional staff look forward to the RAPs' continuation.

Region V staff consider the RAPs as extensions of their office. During the past year both RAPs joined with the regional office and T/TA providers to develop a handicap services guide and an interagency collaborative handbook for grantees. In addition to this special project, the RAP liaisons cited the training, the availability of information to grantees over the telephone, and the meetings which RAP initiated with local handicap coordinators in each state. Regional staff were particularly impressed with the expertise that the RAPs made available to grantees and their coordination of collaboration activities with the state handicap services advocates. The regional liaisons hope that next year the large Chicago area conference can be planned differently so as to be less cumbersome and that Portage might consider a 12-month budget if staff wanted to use the summer for planning. They would like the RAP network to incorporate training and a new guide developed on individualization in the classroom designed by TEACH, a Region V provider.

That teachers set out for one RAP training conference at 4 a.m. and that program staff contacted RAP directly this year were evidence of grantees' increasing regard for RAP services, according to the Region VI liaison. On more than one occasion RAP willingly accommodated its activities to meet the needs of grantees, the regional office, and other contractors. By including many T/TA contractors on its advisory committee, attending others' training, and keeping the regional office well-informed, RAP also played an important coordinating role among providers in the region. Mainstreaming training was considered RAP's most valuable service to the region. The regional office makes assistance available by funding LATON as a financial and manpower support to the RAP. The regional liaison would like RAP to devise feedback channels from grantees in addition to comments on conference evaluation forms. It looks forward to the help of RAP and other T/TA contractors to procure more private sector resources in the future.

Region VII personnel listed local, state, and public agency agreements, on-site TA, advisory committee meetings, Iowa handicap coordinators meetings, and RAP's data collection on children and teachers as important RAP activities. Most valuable, however, were RAP's availability to directors, facilitation of interagency agreements, and library materials. RAP has increased the sophistication of Head Start services to children generally, provided direction to grantees, and exerted a positive influence on SEAs' views of Head Start. Also, RAP has taken the lead in coordinating service delivery to avoid duplicating regional services. The regional office wants RAP to continue its interagency efforts, develop more agreements, and develop a more direct relationship with program specialists in the Regional Office. The latter could offset the effects of the abolishment of the regional handicap specialist position on the Region VII handicap effort.

RAP's work in bringing directors together and assisting the development of local agreements, especially in Montana and Wyoming, its role in the rejuvenation of an Indian Head Start program, and its training conferences were highlighted by the Region VIII liaison. Many changes were attributed to RAP's work: programs' enhanced maturity in dealing with state and county associations; staff and parents increasing knowledge and assertiveness regarding the value of mainstreaming; improvements in the diagnostic process; and excellent IEPs. Most valuable this year were RAP's willingness to share information and their moral support regarding collaboration, RAP's TA and follow through, and its leadership in forging a network among the region's T/TA contractors. Although grantees want more on-site assistance, regional personnel realize this cannot be done without also providing RAP with more staff and travel funds. Like Region II, the Region VIII liaison would like RAP to do more training in other areas (e.g., mental health, parenting skills, nutrition, education).

Region IX personnel found that both RAPs serving the region were invaluable in providing information and interpretations of policy, terms, etc. The Pacific RAP is the regional office's strongest link to the Pacific grantees and enjoys a "universally positive" reception. In October the Pacific RAP joined a cooperative venture with the SEA, hospital staff, military personnel, home-based staff, and nutritionists to stage a home-based conference that was particularly well received. Los Angeles RAP's training has led to a better understanding of mainstreaming in general. The regional liaison was able to attend one conference which she considered to be excellent; although grantees' reactions to training this year were mixed, they also seem to want more. Grantees are pleased with RAP's interagency efforts. RAP took the lead in scheduling four meetings with the SEA and the regional office to explain the California SEA/Head Start agreement.

The RAP's SEA activities in California, the data it has provided to the regional office, and one advisory committee meeting were additional RAP activities highlighted. The Region IX liaison suggested that RAPs train managers and component coordinators since training a portion of the teachers each year seems less feasible economically, and would like the Pacific RAP to inform her office of consultants they plan to use prior to training.

"Very positive," "competent," and "effective" were terms Region X personnel applied to the Portland State University and Alaska RAPs. In Alaska, RAP's knowledge of the area, training workshops, and work in speech and language areas are highly regarded. It was suggested that the RAP might concentrate more on training trainers in the future and coordinate with the Public Health Department to fill the gaps in various services to grantees. The Portland State University RAP has provided the regional office with accurate information, improved the quality of grantees' diagnoses overall through technical assistance, and ensured a high level of quality for services. Its responsiveness to grantees was also considered a most valuable service. The regional liaison praised RAP's work on an interagency commission in Washington, its ability to gather solid data from grantees, and its working relationship with other T/TA providers. More stable funding for all RAPs was the expressed desire of Region X staff.

V. IMPACT DATA

Evaluators turned once again to the recipients of RAP services to determine the quality and appropriateness of the RAPs' work. This year data was analyzed from 397 Head Start agencies, 51 state education agencies and 2,979 trainees at RAP mainstreaming conferences. The sections below treat the perceptions of each separately.

Head Start Perceptions of RAP Service

Evaluators selected a random sample of Head Starts from each RAP's service area and interviewed them by phone about the services they had received this year. Respondents were asked what types of contacts they had had with RAP, who had initiated the contact, whether anyone had attended a RAP mainstreaming conference, which services were most valuable, how they would rate their satisfaction with RAP's work, and whether there had been any problems. At the request of ACYF, evaluators also asked programs whether their PA26 budgets were adequate to provide services to the handicapped children in their programs; this information was needed by ACYF to review policy decisions.

To minimize design error and to be consistent with protocols used in previous years, certain procedural safeguards were applied:

1. A random sample of Head Start programs was drawn from lists sent by each RAP.

The lists ranged from a total of three programs in Alaska to 154 at the University of Illinois, with a mean of 79. Decisions about which programs to include on the list were left entirely to each RAP. While some RAPs work exclusively with grantees, others are as likely to be in regular contact with delegates as well.

The only imposition made by RLA on this random selection was to include grantees in large metropolitan areas (New York City, Washington, D.C., Chicago, and Los Angeles) if they were not randomly drawn, since these grantees comprise a significant proportion of their RAPs' service loads.

2. The sample consisted of 30 cases per RAP. However, in Mississippi, Alaska, and the Pacific all programs were included because there are fewer than 30.

This sample size is based on the convention in small sample statistics that the normal curve takes shape with 30 cases. We assume a normal distribution of perceptions among the population of Head Starts. Our sample represented 34 percent of the programs listed by RAPs.

3. Letters were mailed to each Head Start in the sample explaining the evaluation and the upcoming interview and inviting the program's cooperation.

4. Letters and interviews were addressed to the persons identified by RAPs as being most familiar with their work.

Occasionally the RAP contact referred us to someone else who they felt was more familiar with RAP's work. In other cases, where the initial contact person asked that another person be included in the interview, these responses were synthesized into a composite response from the program.

5. A brief standard interview guide was used in telephone interviews to permit comparisons with data from previous years.

6. All interviewers were trained to use the same protocol and to code responses identically.

The findings discussed below are based on completed interviews with 397 Head Start programs, or 99.5 of the originally selected sample. Two Head Start programs were not reached by our interviewers. All computations are based on the number reached (397).

Respondent Profile

RAPs most commonly identified handicap coordinators as their primary contacts, followed by directors. RAP contacts who referred us to someone else were generally directors who preferred we speak to their handicap coordinators about RAP's work. From the beginning, handicap coordinators have usually been the most frequent link between RAPs and Head Starts, which has provided RAPs with access to the personnel who most often need to know what RAPs have to offer. For four RAPs, evaluators usually spoke to directors. Since Chapel Hill's primary contacts are the Specially Funded Cluster Coordinators, and RAP does not identify contacts at the local level, evaluators followed a protocol of using directors as the entry point. Texas Tech also uses directors as the entry point in Region VI, and asked that evaluators follow suit. The University of Denver RAP maintains contact equally with both directors and handicap coordinators in Region VIII; when neither was designated as primary, evaluators addressed correspondence and the interview to directors. Pacific RAP listed Head Start directors as their primary contacts and RLA staff arranged to speak with them at a Head Start directors' meeting in Guam.

Overview

Every Head Start was familiar with RAP, although prompting was required at three Texas Tech programs, which were not lead grantees, and at one Region III program. Three of these contacts were located within LEAs and were served by the school district; the other contact was new and did not recognize RAP staff names.

Sixty-nine percent of all respondents said that contacts were mutually initiated i.e., initiated as much by RAPs as their Head Start clients. Such reciprocity was characteristic of all 15 RAPs this year. A glance at Table 16 on the next page shows that the overall average incidence has steadily grown since 1980, a healthy sign because it implies ongoing dialogue.

The average number of types of contacts reported increased markedly from 3.8 last year to 4.6 this. In reviewing Table 16, Comparisons of Responses, 1980-1982, one notices that percentages have risen or remained the same for three years for each type of contact except mailings and information; mailings rose since last year, and the decrease in information has been counterbalanced by an increase in materials. Reports of RAP training, technical assistance, and regular contact by phone (recorded as "other") have risen significantly. Increasing numbers of reports of work toward LEA agreements are of particular interest because it has been emphasized as a task by ACYF and the evaluators. Mainstreaming training ranked first as the most common contact, followed by mass mailings.

Table 16

Comparisons Of Responses
1980-1982

	1982	1981	1980
Number Unfamiliar with RAP	0	0	3
Initiative: (%)[a]			
With RAP	23 %	30 %	38 %
With HS or clusters	7	7	10
Mutual	69	60	51
No response	1	3	2
Type of Contact: (%)[b]			
Mailings	63 %	58 %	68 %
Information exchange	46	60	33
Materials obtained	55	46	37
TA by RAP or others	25	19	19
Training by RAP or others[c]	41	37	31
Mainstreaming training	82	81	78
LEA agreements	11	5	9
Other	68	23	26
Average Number of Types of Contacts/Site:	4.6	3.8	3.7
Satisfaction: (%)[a]			
Excellent	48 %	38 %	39 %
Good	41	44	42
Fair	7	10	9
Poor	1	6	7
No response	3	6	7
Average Satisfaction "Grade" (four-point scale):	3.4	3.1	3.1
Specific Problems with RAP: (%)	2	5	9

[a] Columns on these mutually exclusive category distributions may not sum to 100 percent due to rounding error.

[b] Columns do not sum to 100 percent because multiple responses are shown.

[c] Excludes manuals training.

Forty-one percent of the respondents in the sample reported receiving training in addition to mainstreaming conferences. The range of training topics included IEPs, the most frequent, child abuse, behavior management, and integrating components. The 82 percent of programs who sent staff to the RAP conferences was not noticeably different from the 81 percent in 1980-81. An average of 28 percent of the teachers and 20 percent of the teacher aides in the sample were trained at RAP mainstreaming conferences, compared to 37 and 24 percent, respectively last year.

Technical assistance was requested from RAP for recruitment, screening, identification of program needs, and IEPs. Twenty-five percent of the sampled programs received technical assistance from RAP.

RAP contracts for the past three years have directed projects to facilitate written and signed agreements between Head Starts and LEAs. RAPs have approached this task cautiously, concerned about jeopardizing longstanding informal arrangements or being premature in encouraging formal relationships. This year, however, RAPs seem to have found more ways to intervene directly and indirectly; the average percentage of programs reporting help in this area increased from five to 11 percent since last year.

This year RAPs tended to maintain frequent contact with programs by phone; several respondents recalled how RAP had called just to keep in touch or to inquire whether the Head Start needed any services.

The most valuable RAP service to Head Starts was training. Fifty-nine percent of the respondents indicated that they looked to RAP for this capability. Rank order continued with RAP's distribution of materials, availability as a resource, information, technical assistance, providing names of available resources, "other" work (including work with SEAs), on-site T/TA, and finally, acting as an advocate in handicap legislation.

The satisfaction score for the network rose from 3.1 in 1981 to 3.4. On a 4 point scale, this above-average score speaks well for RAP considering the uncertainties for both Head Start and RAP this year. RAP's work was described as either "excellent" or "good" by 89 percent of all respondents and "poor" by only one percent.

When asked whether there had been problems with RAP, only two percent (7 respondents) answered affirmatively. Never has the incidence of problems been so low. Three respondents felt RAP had not met needs their programs had identified, three felt RAP should be more accessible, and one raised a problem specific to their situation.

The following sections elaborate on the above five major interview topics and mainstreaming training, and correlate satisfaction with other variables.

TOPIC-BY-TOPIC DISCUSSION

Initiative

Responsibility for initiating contacts was mutually undertaken by RAPs and Head Starts in 69 percent of the cases. The four RAPs ranking highest on mutual initiative were:

Alaska	100 %
Mississippi	88
Pacific	82
Region VII	80

No other RAP showed a percentage of mutually initiated contact above 77 percent. (See Table 17, Head Start Clientele Reactions to RAP Projects, 1981-1982.) These four RAPs also provided training to a higher than average percentage of the sampled Head Starts, in addition to mainstreaming conferences, thereby significantly increasing their visibility to programs. Direct and personal contact probably increases familiarity among program staff, as well as the likelihood of mutually initiated contact because each is more familiar with how the other operates. This pattern of reciprocity has been present for four years in Alaska, Mississippi, and the Pacific, where there are fewer grantees to serve. University of Denver and Region III RAPs also have high percentages of Head Starts reporting mutually initiated contacts with RAP and further support this thesis. Denver committed themselves to providing mainstreaming training to programs on-site and in clusters this year, significantly increasing the visibility of this two-year old RAP; Region III RAP shows the highest incidence of regular phone calls combined with regular mass mailings, which together would serve to promote familiarity and visibility.

Table 17

Head Start Clientele Reactions
to RAP Projects, 1981-1982

	NE	NYU	III	CH	NASH	MS	UofI	PORTAGE	TTU	VII	DENVER	LA	PACIFIC	PSU	AK	Overall Average
Number of Sites (N=)	29	30	30	30	30	24	30	30	30	30	30	30	11	30	3	397
Sample of Composition (Respondent Numbers)*																
HS Directors	20	42	28	60	19	-	33	19	81	30	68	10	100	46	-	37
HS HCC's	77	48	63	33	68	71	63	81	19	67	26	87	-	36	33	55
Other/HS	3	10	9	3	-	8	3	-	-	3	7	3	-	18	66	6
Cluster Coord.	-	-	-	3	13	21	-	-	-	-	-	-	-	-	-	3
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sites Unfamiliar w/RAP (#)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Satisfaction																
Excellent	59	50	53	50	33	46	53	60	40	33	40	53	91	33	67	48
Good	35	50	37	43	43	46	33	37	43	50	47	27	9	57	33	41
Fair	4	-	3	-	23	8	10	-	-	13	10	17	-	10	-	7
Poor	-	-	-	3	-	-	-	-	3	3	3	3	-	-	-	1
No response	4	-	7	3	-	-	3	3	13	-	-	-	-	-	-	3
"Grade" (four point scale)	3.6	3.6	3.7	3.5	3.2	3.2	3.4	3.7	3.5	3.2	3.3	3.4	3.9	3.3	3.7	3.4
Initiative: Percent saying itis with																
...the RAP	28	20	20	30	33	4	37	20	33	13	23	10	18	27	-	23
...the HS (thru SFCs)	14	10	-	3	13	8	-	10	10	7	-	17	-	3	-	7
Both (mutual)	59	70	77	67	53	88	63	70	50	80	77	70	82	70	100	69
No response	-	-	3	-	-	-	-	7	7	-	-	-	-	-	-	1
Types of Contacts (Percent of sites mentioning)																
Mass mailings	83	83	70	70	43	29	77	77	63	87	60	37	36	50	33	63
Non-RAP meetings	14	47	27	17	43	8	30	27	40	43	33	3	36	37	67	29
RAP-sponsored meetings	28	3	-	17	-	33	10	40	17	7	10	7	9	3	-	13
Advisory Committees	-	3	-	3	-	-	-	-	-	7	3	-	18	7	100	3
Information Exchange	35	43	40	40	47	67	50	67	30	40	30	70	72	40	33	46
Materials	62	67	53	47	50	46	70	60	43	70	53	53	55	37	67	55
TA from RAP	31	37	20	23	7	38	27	23	7	13	27	50	73	20	-	25
TA arr'gd by RAP	4	7	3	7	-	8	-	-	3	-	7	-	-	3	33	3
Trng. from RAP	41	40	27	47	50	92	7	40	40	53	20	23	82	43	100	41
Trng. arr'gd by RAP	10	10	3	7	7	-	7	20	13	3	-	3	18	13	-	8
LEA agreements	17	-	7	-	-	-	10	3	3	20	23	40	27	13	33	11
HS served as resource	-	13	3	7	13	17	3	3	-	-	7	10	18	7	-	7
Dealt w/spec. NC	14	17	10	-	10	-	7	3	10	10	17	3	9	17	33	9
Other	79	47	67	43	43	71	93	63	57	47	60	83	91	100	100	68
Mainstreaming Conf.	86	93	87	80	97	75	63	73	67	73	93	90	100	83	100	82
Average # Types of Contacts Per Site	5.1	5.1	4.2	4.1	4.1	4.8	4.5	5.0	3.9	4.7	4.4	4.7	6.5	4.9	7.3	4.6

Table 17

Head Start Clientele Reactions to RAP Projects, 1981-1982

	NE	NYU	III	CH	NASH	MS	UofI	PORTAGE	TTU	VII	DENVER	LA	PACIFIC	PSU	AK	Overall Average
Percent Trained at Conf.[b]																
Teachers	29	17	59	28	43	26	21	33	17	10	61	18	87	39	62	28
Teacher aides	29	9	41	14	25	26	16	10	11	9	40	11	79	50	65	20
Most Valuable Service																
Training	55	67	73	77	67	75	50	67	47	37	53	57	9	70	33	59
Technical assistance	14	13	13	10	7	13	10	3	-	3	3	20	18	7	-	9
On-site T/TA	7	-	-	3	3	4	-	3	17	10	33	-	27	13	67	8
Names of resources	7	17	3	3	10	13	10	3	10	3	-	20	9	20	-	9
Materials	21	23	7	20	13	4	37	27	17	30	17	10	-	10	-	18
Information	17	13	10	3	3	8	17	13	7	20	7	10	-	3	-	10
Other	45	37	13	17	13	21	20	37	10	23	17	17	64	17	-	23
No response	-	-	7	3	10	4	7	3	17	3	-	7	-	3	-	5
Specific Problems w/RAP (%)																
No	100	100	97	97	100	100	100	100	90	93	100	90	100	100	100	98
Yes	-	-	-	3	-	-	-	-	3	7	-	10	-	-	-	2
No response	-	-	3	-	-	-	-	-	7	-	-	-	-	-	-	1

[a] At some sites, more than one person discussed the RAP and its impact with the telephone interviewer. This accounts for the fact that the "Number of Sites" in the sample for a RAP sometimes varies slightly from the total number of respondents shown for that RAP. However, only one interview form was completed per Head Start site, and all percentages in the Table are based on the N of sites called. (Where more than one person at a site provided information, a single response for the site was inferred and recorded.)

[b] These percentages were calculated by dividing the reported number of teachers trained by the reported total number of teachers at the Head Start sites in the telephone survey sample (adding the average number of teachers per reporting site for sites not reporting their numbers of teachers.)

Because of a significant change in the pattern of initiation from last year, reports on the Nashville, Texas Tech, and Los Angeles RAPs are also of interest. The Nashville staff, half of whom were new this year, did not wait for Head Starts to contact them through the SFC network. Instead, they worked assertively to restore their credibility with programs who had indicated last year that RAP services had diminished. Staff attended and presented at meetings of directors and cluster staffs, and inquired about program's training needs by phone. As a result, significantly fewer Head Starts felt that the responsibility for initiating contact rested with them. In Region VI, where RAP called directors before initiating contact with a program, directors' responses over the past two years have demonstrated a growing reciprocity. This year a clear majority reported that contacts were mutually initiated. Los Angeles RAP had a higher than usual percentage of programs indicating that they take the initiative to call RAP. There appears to be no consistent reason for this unless RAP's staff changes and its staff shortage in the fall meant that RAP did not contact its programs as frequently throughout the year.

Types of Contacts

The average number of types of contacts in 1981-82 was 4.6. To determine what exchanges programs had had with RAP, evaluators asked Head Start respondents to recall as many as possible. Responses to this open-ended question were multiply-coded according to predetermined categories. The categories, listed in Table 17, have been distilled through the years to those which are the most reliable descriptors of RAP/Head Start interactions. For example, since evaluators had found that the distinction between technical assistance and administrative counsel was superfluous, assistance in clarifying state and federal laws, performance standards, categorical diagnosis, and so forth were included under technical assistance. This year RAPs tended to maintain frequent contact with programs by phone; several respondents recalled how RAP called just to keep in touch or to inquire whether the Head Start needed any services. Types of contacts that would not fit into the predetermined categories were recorded as "other". These included SEA agreements, needs assessments, handicap surveys, and miscellaneous phone calls.

The only responses that evaluators prompted were whether anyone from the program had attended a RAP mainstreaming conference this year, how many teachers and teacher aides had attended, and the total number of teachers and teacher aides employed by the program. (Mainstreaming conferences will be treated later in the topic-by-topic dicsussion.) Although prompted, responses on attendance at these conferences have always been tallied as contacts and computed into the average.

The variety of types of contacts this year is greater than in any previous year of RAP activity, and twenty-one percent higher than the previous peak average of 3.8 which appeared in 1977, 1978, and 1981. An annual increase in the types of contacts is not surprising in that RAP is a network of professionals in early childhood special education and, by now, very familiar with their contractual tasks. As they have become surer of themselves, they have made themselves more available to their clients, and their clients have in turn taken greater advantage of the resources available to them. This year RAPs have, for example, tried to respond to programs' requests for on-site training and technical assistance. The network as a whole was also more assertive in facilitating collaboration between Head Starts and LEAs. Instances of facilitation had dropped in 1981 to 5%, but this year rose to 11 percent, slightly higher than the level of activity in 1980 (9%). Although RAPs have remained reluctant to press for LEA agreements, many have sought ways to heighten the conciousness of both Head Starts and LEAs of the benefits of working cooperatively, and defuse some of the fears which had prevented cooperation earlier. Several RAPs co-sponsored conferences for Head Start and public school teachers, together with SEAs, on Head Start/LEA interagency collaboration, offering workshops on such subjects as transition and identifying children with handicaps; some have even walked Head Starts and LEAs through steps leading to an agreement.

Three additional factors may have contributed to the increase in types of contacts this year. For the first time, in letters to the sample evaluators outlined the questions which would be asked in the upcoming calls. Respondents were thus able to prepare themselves for the interviews. Secondly, since this is the second, third, and even fourth time some respondents have been randomly selected; they are now familiar with the type of information sought. Finally, 1981-82 was a year of uncertainty for Head Start. For local programs awash in rumor and change, the RAPs' clarity of purpose and determination to follow through may have given Head Starts more reason to turn to the RAP as a known quantity.

The five RAPs ranking highest in the average number of types of contacts were:

	1982	1981
Alaska	7.3	6.8
Pacific	6.5	6.3
New England	5.1	4.4
New York	5.1	4.2
Portage	5.0	4.1

All three of Alaska RAP's grantees received on-site training which was sequentially appropriate to the mainstreaming training that had gone before. In addition, each received on-site training on several occasions, above and beyond RAP's mainstreaming effort, on such subjects as speech and language, classroom management, working with aides in the classroom, and screening tests; for one program RAP training fulfilled criteria as CDA training. All three grantees reported that they had served on RAP's advisory committee this year. RAP had also telephoned often and helped one grantee to staff children in the fall.

All grantees who were interviewed in Hawaii and Micronesia received mainstreaming training on-site from RAP. Eighty-two percent of these respondents reported that their staffs had also received training on such topics as team development, IEPs, how to work with parents, or specific handicaps; 73 percent had asked for technical assistance on program planning, PA26, developing screening and assessment tools, or referral systems. Slightly more than one-quarter reported that RAP had helped them negotiate arrangements with local agencies regarding referrals and services to handicapped children. Other contacts mentioned were RAP's translation of materials into the program's dialect, locating sources for medicine, and successful facilitation of SEA work with Head Start. Several had sought information from RAP about available resources.

A number of New England RAP's programs reported having received copies of Communicating with Families, a mass mailing from the RAP sent during the winter. More programs received training and technical assistance than last year. Training topics included child abuse, IEPs, attitudes, Section 504 Regulations, as well as training-of-trainers; technical assistance was provided on PL 94-142, recruitment, IEPs and Section 504. There were also more instances of help with specific handicapping conditions than in the previous year.

Because New England RAP had a liaison working on a Head Start/SEA agreement in Connecticut this year, who also assisted with LEA/Head Start collaboration, there was a noticeable increase in the percentage of respondents reporting that they had received help with both. Ten percent of the responses coded as "other" were activities related to the SEA agreement, a percentage which was higher than the national average and second highest among RAPs.

New York University RAP's high percentage of mass mailings is attributable to their continuation of a newsletter, in addition to periodic communiques about upcoming events. RAP staff also attended many of the directors' and Regional Training Office meetings in the region. Head Start programs used this RAP more frequently than the norm to deal with their questions about specific handicaps; 93 percent of the sample had attended mainstreaming training. By the same token, this RAP often used the programs in their service area as resources, asking them to provide assistance to other Head Starts, e.g., for information about specific handicaps, to collect statistics to be shared with the New York SEA, etc. New York University provided technical assistance to programs who were just setting up a handicap component, trying to accommodate specific handicapping conditions in their classrooms, developing a training plan or a curriculum, or identifying specific resources.

Portage RAP showed a greater than average percentage of Head Starts reporting attendance at handicap coordinators' meetings sponsored by the RAP or co-sponsored by the RAP and the state handicap advocate. The Portage RAP distributed monthly issue papers and updates, which accounts for the high percentage of mass mailings, and frequent information exchanges, primarily about resources. This RAP augmented its training by arranging training through other resources. Head Start programs thereby received social service, awareness, TEACH training, and training from the Portage Project on the Portage Checklist.

The average number of types of contacts for other RAPs follow in this descending order on the following page:

	1982	1981
Portland State U.	4.9	3.0
Mississippi	4.8	5.4
Region VII	4.7	4.1
Los Angeles	4.7	4.0
U. of Illinois	4.5	3.6
U. of Denver	4.4	2.9
Region III	4.2	4.0
Chapel Hill	4.1	4.0
Nashville	4.0	2.9
Texas Tech	3.9	2.8

Portland State University RAP increased its average number of types of contacts since last year by almost two points. Evaluators noted decreases in reports of mass mailings and information exchanges, two activities characteristic of any project's first year as a RAP, and increases in membership on RAP's advisory committee, training from RAP besides the mainstreaming conferences, assistance with a wide range of specific handicaps, and the number of telephone calls about program needs (included under "other"). Contact at state directors' and non-RAP-sponsored meetings is also higher than average. Portland State University RAP provided training at STATO workshops and on-site at programs. Topics ranged from IEPs, screening, and specific handicapping conditions, to indoor gross motor skills.

Ninety-two percent (or 22 of 24 respondents) of Mississippi RAP's clients indicated that they had received training at the RAP's annual fall orientation conference on social services and the handicap effort, or on-site on topics of their own choosing. Mississippi also hosted regular planning meetings with their Specially Funded Cluster Coordinators throughout the year, in addition to a handicap caucus at the state directors' meeting. RAP provided TA to programs on compliance with Section 504 regulations, IEPs, developing a resource directory, and nutrition. They continued to use the local programs as resources this year, asking them for ideas for the RAP's resource directory, and for help as facilitators at the mainstreaming conferences, for transportation, and for development of materials. Although higher than the average, this was the only RAP which showed a decrease in the average number of types of contacts. There were no reports of assistance with LEA agreements, unlike last year, and fewer reports of attendance at non-RAP meetings, and because all Mississippi programs had received mainstreaming training at the time of the last round of telephone interviews and fewer attended, the combination of these three decreases dropped the average number of types of contacts.

Region VII RAP was very visible at Head Start directors' meetings and at a training conference sponsored by the region's T/TA contractor. This accounts for an increase in the number of contacts at non-RAP meetings which is above the norm, and higher than the number of RAP's clients reporting this last year. Subsequently higher, too, is the percentage of grantees who reported that they had received training from the RAP beyond the mainstreaming training. Region VII programs received on-site training on recruitment, referrals, working with families, PL 94-142, IEPs, and specific handicapping conditions. Several indicated they had also received RAP's aid in efforts to work with public schools; RAP trained Head Starts and LEAs jointly and provided on-site training and technical assistance on collaboration. Respondents had received a RAPid Resource mass mailing and others had received the RAP's newsletter. Region VII shared a distinction with the University of Illinois RAP of providing the highest percentage of print and audio-visual materials to clients.

Most characteristic of Los Angeles RAP's work this year was the frequency with which they conferred with programs, either in person or by phone, on issues related to LEA agreements, the California SEA/Head Start agreement, or questions about federal, state, and local regulations. A large percentage of the technical assistance offered by RAP came in the form of clarification of state laws, funding options, Head Start performance standards, PL 94-142, and categorical diagnosis. With the exception of Pacific RAP clients the highest percentage of Head Starts reported technical assistance from this RAP, as well as RAP's help with LEA and SEA agreements. RAP was instrumental in the drafting and signing of Head Start/LEA agreements, provided pertinent on-site technical assistance, and co-sponsored a series of workshops with the California SEA on what could be done to collaborate at the local level. Several respondents also indicated that they had played a role in the development of the SEA/Head Start agreement in California, or had specifically benefited from it.

The University of Illinois RAP maintained very close telephone contact with their grantees which accounts for the high reports of "other" contacts. RAP called frequently to canvass, collect data for the handicap survey, or simply to keep in touch. Respondents were pleased to have received requested materials promptly; requests were made for mainstreaming manuals, assorted books from the lending library, teaching resources, and materials on PA26 and handicap plans. The highest percentage of requests for print and audiovisual materials were found here and at Region VII RAP, as mentioned earlier. The University of Illinois RAP attended more meetings this year, traveling to Head Start directors' meetings, regional meetings, and a Head Start retreat. They also organized and sponsored handicap coordinators' meetings in an effort to facilitate the formation of a coordinators' network. This RAP still has a newsletter, the Facilitator which several respondents received this year.

Of special note among the reasons for contact reported by grantees of the University of Denver RAP were the number of references to Head Start/LEA agreements. RAP co-sponsored a series of workshops with the Colorado SEA on Head Start/LEA coordination of services for Head Starts and their public school counterparts. A higher than average percentage of respondents also indicated they had gone to RAP for help with a specific handicapping condition. Perhaps because RAP had spent so much time doing on-site observations, Head Starts became accustomed to RAP's availability to answer these specific questions. This year RAP delivered a large portion of their mainstreaming training through combinations of on-site training, observation, and cluster training, which helps to explain the relatively high number of programs who reported they had attended mainstreaming training.

Region III RAP maintained regular contact with programs through their newsletter, RAPorter, and frequent phone calls. Since last year, there was a sizable increase in the number of programs who requested and received materials. The amount of Region III RAP's non-mainstreaming training and technical assistance doubled since last year, at least among the clients in the two samples, and the number of materials distributed increased. Programs sought technical assistance on diagnostic services, IEPs, behavior problems, and how to determine handicaps. Training topics varied according to the needs of program, but included behavior management, IEPs, obesity, and developmental delays.

Chapel Hill grantees asked for training for their handicap coordinators and directors, and for training on the LAP-D, integration of components, IEPs, behavior management, screening and assessment, and evaluation techniques for their teachers. Slightly fewer programs attended the STAR (Sequential Training Arranged by RAP) mainstreaming training because Head Starts had been encouraged to send teachers who had not yet been trained, and several programs had had all their teachers trained. Chapel Hill RAP's overall activity level remained constant since last year. Increases in the number of trianing workshops and needs assessments were counterbalanced by decreases in mass mailings and the dissemination of information and materials. Despite the drop in numbers of materials requested, programs frequently mentioned the use they made of bicultural and Section 504 materials. Since Chapel Hill's clients generally deal with their Specially Funded Coordinators, who in turn deal directly with RAP, many of the requests which reach RAP are not apt to be reported by respondents.

Aside from Alaska and Pacific respondents, Nashville RAP's clients reported that they attended a mainstreaming conference with more frequency than any other RAP. Nashville had also increased contact with a number of grantees by attending cluster meetings, Alabama State Handicap Advisory Committee meetings, and state directors' meetings. On-site and in clusters RAP staff delivered training on IEPs, child abuse, task analysis, language acquisition, working with parents, and behavior management. This year's figures reflect more activity in distribution of materials (particularly manuals), use of Head Starts as resources, and dealing with specific handicapping conditions, such as autism, emotional disturbance, and blindness.

Texas Tech RAP showed increases in every category since last year, except brokered training and mainstreaming training. RAP staff again traveled on-site frequently, or arranged for LATON staff to do so, to train on IEPs, gross motor and motor-perception, working with parents, and SUCCESS screening. RAP attended Head Start directors', RTO, and special interest associations meetings, and this year RAP facilitated the formation of a network among Region VI consortia coordinators. Increased activity with these groups is reflected in higher than average percentages of clients' reports of attendance at non-RAP and RAP-sponsored meetings. Many programs received position papers and letters from RAP explaining that they were available for assistance. Although enthusiasm for RAP services was high among those who availed themselves of them, a higher than average number of programs used school or local resources instead.

RAP State Training Conferences

During the fourth year of the network-wide effort to train teachers and teacher aides to mainstream preschoolers with handicapping conditions, 82 percent of the sampled Head Starts elected to send someone from their staff. RAPs have worked very hard to keep the training fresh and relevant, and Head Starts have continued to register their personnel. Respondents were usually able to distinguish the mainstreaming training from other types of training they had received from RAP. Earlier in the year evaluators had been informed by RAPs of the sites and dates of the conferences and so were able to confirm respondents' reports.

The following RAPs ranked highest in respondents reporting that "someone" was trained at a conference:

Pacific	100 %
Alaska	100
Nashville	97
Denver	93
NYU	93
LA	90

At the lower end of the percentage were:

Texas Tech	67 %
U. of Ill.	63

Approximately half of the Head Starts in University of Illinois' service area who did not attend training indicated that their teachers had already been trained by RAP on the topics to be presented. Conflicts in schedules ranked second among reasons given for lack of attendance, and inadequate funds and disappointment in the educational focus of the training were each mentioned once.

Of four Texas Tech programs, one had arranged its own training, one had a schedule conflict, one had not known about the training, and one was a summer program. No reason was given by six, although four of these, in response to a separate question in the interview, said that their PA26 budgets were inadequate.

The range in percentages of teachers trained was:

	Percentage of Teachers Trained	
	1982	1981
High	87 %	85 %
Low	10	19
Average	28	37

Overall, programs tended to register fewer teachers because many had already been trained, or because the program had decided to send administrative staff instead. Twenty-eight percent (28%) of the teachers in the sample received mainstreaming training, compared to thirty-seven percent (37%) last year, and twenty percent (20%) of the teacher aides, compared to twenty-four percent (24%) last year.

Based on the information from these respondents, the following RAPs trained the highest percentages of teachers:

Pacific	87 %
Alaska	62
U. of Denver	61
Region III	59

Pacific, Alaska, Hawaii, and University of Denver RAPs went on-site to many or all of their programs to deliver individualized training to teaching staffs. Region III RAP's effort to involve grantees closely in the selection of conference topics through canvass calls, needs assessments, and on-site planning sessions may have motivated programs to follow-through and to send teachers.

Nashville, PSU, Portage and New England also trained more than the average percentage of the teachers. Table 17 shows that percentages ranged downward to 10 percent at Region VII RAP and 17 percent at Texas Tech. Region VII for the last two years has frequently focused its training efforts on administrative staff, especially handicap coordinators. Evaluators also only collected numbers of teachers trained from the conferences which had been planned and identified by RAP per written guidance from ACYF in November 1981. All other training was coded as a training contact. Although Texas Tech changed the design of their training to offer more conferences at more geographically strategic sites, they were disappointed that grantees still did not send teachers either because distances were too great or funds were too low.

Problems

When asked whether they had encountered any problems in dealing with RAP this year, only seven respondents (2%) said they had. The percentage of problems has never been so low, a tribute to the network during a year when frustration and funding uncertainty within the Head Start community could easily have created a negative attitude toward outside contractors.

None of the clients of the following 11 RAPs cited a problem: New England, NYU, Region III, Nashville, Mississippi, University of Illinois, Portage, University of Denver, Pacific, Portland State University, and Alaska. One problem was identified at Chapel Hill and Texas Tech, two at Region VII, and three at Los Angeles. Three clients indicated that RAP had not met their needs as they perceived them, and three reported that RAP was not as accessible as they would have liked. A third response was situation-specific. Two of these seven problems did not adversely influence overall rating, since respondents gave a "3" or "4" satisfaction score. Five respondents with a problem(s) scored either "1" or "2", which indicated the need for RAP's attention.

Among the three problems reported for Los Angeles RAP, one was scheduled to be rectified by RAP after our interview, when a staff person would do an oral make-up training session on-site. (Originally the RAP staff member had had to cancel due to illness, and this Head Start felt the substitute trainer had not been appropriate.) In the other two cases, one respondent felt that RAP training was too general and not responsive to the Head Start staff's training level, and the other did not feel RAP made themselves available enough. One Region VII RAP respondent found that RAP had not answered the phone on two occasions when they had called; the other felt that a meeting between LEA and Head Starts organized by RAP had been fruitless. One Texas Tech respondent was concerned that they had not had enough personal contact with RAP. A Chapel Hill client was disappointed that services from RAP consisted primarily of materials, and not hands-on assistance.

Most Valuable Service

When asked which RAP service(s) they valued most, 59 percent of the respondents mentioned training they had received. The services mentioned are presented below in descending order of frequency. The percentages of respondents reporting each can also be compared with those from last year.

	Most Valuable Service	
	1982	1981
Training	59	55
Distribution of materials	18	20
Availability as a resource	13	12
Information	10	6
Technical assistance	9	8
Referral to resources	9	7
Other*	9	8
On-site T/TA	8	6
Advocacy	1	1

Responses and ranks were very similar to last year. The average number of valuable services reported by each respondent was 1.4, identical to last year. The increased frequency with which information was mentioned, rising from six percent to ten, is the only change of note, moving its ranking from seventh place in 1981 to fourth place this year. Because of the increase, on Table 7 "information" has been left discrete this year. "Acting as an advocate" has been subsumed under "other" because the frequency with which it appeard was nominal.

The types of contacts respondents mentioned most frequently appeared to correlate with the most valued services. This would suggest that RAPs are on target, providing the services that their clients most value.

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*Other includes work with SEAs and/or LEAs, specific help on special problems, and networking.

At least three-quarters of the respondents served by Chapel Hill and Mississippi RAP valued training the most. University of Illinois and Region VII clients valued materials more than other clients. Programs in the New England and Portage RAPs' services areas particularly appreciated RAP's availability as a resource. Respondents from Region VII, University of Illinois, and New England RAPs' service areas mentioned information more frequently than most respondents. We find high value placed upon technical assistance among Los Angeles and Pacific RAPs' clients, and upon on-site T/TA among clients of Alaska, University of Denver, Pacific and Texas Tech RAPs.

A drop in the incidence of non-respondents to five percent on this question from the eight percent last year is considered a healthy change. This year only 19 respondents (5%) were not able to determine a most valuable service, either because they felt they had had too little exposure to the services RAP offered to feel that any were of value, or because they were not satisfied with RAP for reasons discussed earlier under problems. The number of non-respondents was significantly higher than the average at two RAPs only.

Satisfaction

The overall satisfaction score for the RAP network rose this year to 3.4, higher than in any previous year during which these data were collected, as can be seen in Table 18, Comparisons of Satisfaction Scores, 1977-1982, and corresponding with the rises in other indexes of Head Start satisfaction with RAP services. Eighty-nine percent of all respondents characterized RAPs' services as either good or excellent (i.e., three or above on the sacle of one to four); only one percent thought their performance was poor.

	Distribution of Satisfaction	
	1981-1982	1980-1981
Excellent (4)	48 %	38 %
Good (3-3.9)	41	44
Fair (2-2.9)	7	10
Poor (1-1.9)	1	2
No opinion	3	6

Table 18

Comparisons of Satisfaction Scores-1978-1982

RAP	1978	1979	1980	1981	1982	Change '81-'82
New England	3.5	3.1	3.5	3.4	3.6	+.2
NYU	3.6	3.3	3.3	3.4	3.6	+.2
Region III[a]	3.1	3.0	3.3	3.3	3.7	+.4
Chapel Hill	3.5	3.3	3.6	3.5	3.5	None
Nashville	2.3	3.0	3.4	2.9	3.2	+.3
Mississippi	3.1	3.6	3.4	3.5	3.2	-.3
University of Illinois	3.2	3.1	3.3	3.4	3.4	None
Portage	3.3	3.4	3.6	3.7	3.7	None
Texas Tech[b]	3.0	3.2	3.2	3.3	3.5	+.2
Region VII	3.2	2.9	3.2	3.3	3.2	-.1
University of Denver[c]	3.3	2.9	3.2	3.2	3.3	+.1
Los Angeles	2.7	3.3	3.0	3.3	3.4	+.1
Pacific	--	2.5	3.6	3.6	3.9	+.3
Portland State University[d]	3.2	2.7	2.8	3.4	3.3	-.1
Alaska	4.0	3.5	3.8	3.7	3.7	None
Average	3.2	3.0	3.1	3.1	3.4	

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a/Region III was served by PUSH RAP in 1978/1979 and Region III RAP in 1980.
b/Texas Tech RAP replaced the University of New Mexico RAP in 1979.
c/Denver University replaced Mile High in 1981.
c/Portland State University replaced University of Washington in 1981.

Satisfaction has been measured on a four point scale over the years to help quantify Head Starts' evaluations of RAPs' work and allow findings to be compared from one year to the next. "Four" on the scale indicates excellent work; "three," good work "two," fair work and "one," poor work. If partial values were given they were tallied (e.g., 3.4, 2.75, 3.2, etc.). To be consistent with previous findings, the overall index was calculated to include respondents who were not willing to give an opinion because there had been too little contact from RAP, which thereby depresses the score. Eliminating these non-respondents would have increased the score to 3.5. Non-respondents who declined to give an opinion because they had not had enough contact with RAP were excluded from individual RAP scores, which is why individual scores appear higher than the overall average.

This year three percent (10 respondents) were not able to rate their satisfaction with RAP services. Because they were new, two respondents felt they had not yet had enough experience to determine a satisfaction score. Seven respondents had simply not had enough contact with RAP to be able to rate satisfaction; another was from a summer program which had not had any contact with RAP besides mailings. Non-respondents were distributed across six RAPs; the percentage was significantly higher than average only in Region VI. However, two of the four Texas Tech respondents were those mentioned above as new or a summer program; these were not included in the RAP's satisfaction score. Therefore, the burden for maintaining contact rested with RAP for only seven percent of the respondents, which was not significant.

The highest percentages of "excellent" ratings were reported by clients of the following four RAPS.

	Percent Rating "Excellent"
Pacific	91
Alaska	67
Portage	60
New England	59

All other RAPs showed a percentage lower than 50 percent. All but one respondent in the Pacific area rated the services from Pacific RAP as excellent and its excellent rating rose a dramatic 64 percentage points from last year. Alaska has been listed among the top three for the past five years, and Portage for the past three. Also worth noting is that the percentages of excellent responses rose by 26 percent for Los Angeles RAP and by 20 percent for Region III and Nashville RAPs. Percentages have risen or remained the same at 14 RAPs, and dropped (by only four points) at one. All of New York University, Pacific and Alaska RAPs' clients coded RAP's work as excellent or good.

The number of respondents who rated RAP services as poor dropped from six (2%) even lower to five (1%) this year. Only one client registered dissatisfaction at each of the following RAPs: Chapel Hill, Texas Tech, Region VII, University of Denver, and Los Angeles. Nashville, Mississippi, University of Illinois, Region VII, University of Denver, and Los Angeles clients rated their service as fair more often than the national average of 7 percent.

Individual satisfaction scores were computed for RAPs. Scores for all 15 RAPs ranged from 3.2 to 3.9, a strong vote on confidence for a network which was coping with a second change in its national project officer in two years, and whose own funding was in question for much of the year.

Satisfaction scores above 3.5 were recorded for the following RAPs this year:

	Overall Satisfaction
Pacific	3.9
Alaska	3.7
Region III	3.7
Portage	3.7
New England	3.6
NYU	3.6

For Pacific, Region III and New England RAPs overall satisfaction rose higher than their scores in previous years. The other 12 RAPs sustained approximately the same scores from previous years. (See Table 18).

Greatest positive changes between 1981 and 1982 occurred for Region III (+.4), Nashville (+.3), and Pacific (+.3). Region III RAP received enthusiastic praise for its mainstreaming training. Even when other contacts had been less frequent than programs would have preferred, respondents tended to score high; respondents also appreciated RAP's personalized approach to them. Nashville clients noted an improvement in their working relationship with RAP this year, pointing to increased accessibility and "on-target" responses. Pacific RAP's clients felt that their needs had been understood and responded to.

Correlation of Satisfaction with Most Valuable Service and Other Variables

Evaluators matched responses of clients who had registered satisfaction as excellent or fair/poor with their responses about most valuable services and other variables to examine whether a combination of certain factors leads to an optimal RAP-client relationship; the other variables included the incidence of problems, initiator of contact, attendance at mainstreaming conferences, and the average number of types of contacts. Table 19 compares the percentage of respondents who felt RAP services were excellent or poor on each of these items with national averages.

Table 19

Distribution of Satisfaction Across Selected Categories
With Comparisons to the National Average

Satisfaction	# of Respondents	Most Valuable Service[a] (%)								Prob. %	Initiator[b] (%)			Conf. At'nd %	Av'ge # Types of Contacts
		1	2	3	4	5	6	7	NR		R	HS	M		
Excellent	190	62	12	13	11	17	12	31	1	1	13	6	81	88	5.2
Fair/Poor	34	29	12	3	3	29	6	15	24	15	47	12	41	73	2.6
Nat'l Average	397	59	9	8	9	18	10	23	5	2	23	7	69	82	4.6

[a] 1=training, 2=technical assistance, 3=on-site services, 4=referral to resources, 5=materials, 6=information, 7=other, NR=no response; [b] R=RAP initiated contacts, HS=Head Start initiated contacts, M=mutually initiated contacts.

Not surprisingly, this comparison showed that the 190 Head Starts who perceived RAP services as excellent reported more types of contacts, identified a lower percentage of problems, were far more likely to share responsibility with RAP for initiating contact, and more likely to attend the mainstreaming conferences. Clients who felt a RAP's services rated a fair or poor score reported a significantly higher incidence of problems and tended not to initiate contact with RAP or attend conferences.

Respondents in the high satisfaction category mentioned as the most valuable service training, on-site services, referral to resources, information, and "other" services more frequently than the norm. These clients also tended to cite more than one service (40%), than their less enthusiastic colleagues (18%). Interestingly, clients in both categories mentioned technical assistance with equal frequency (12%), three percent above the norm, and less satisfied clients reported materials dissemination (29%) more often than enthusiastic clients (17%). Although these clients had problems and were generally dissatisfied, they did appreciate RAP materials and technical assistance. Twenty-four percent of the dissatisfied clients could not name a valuable service at all. This occurred only one percent of the time among enthusiastic respondents.

State Education Agency Perceptions of RAP Service

A major focus of all RAPs has been on promoting collaboration between Head Start and state education agencies (SEAs). For five years Roy Littlejohn Associates has conducted a telephone inquiry with SEA personnel to determine the impact of RAP's work with them. During the first three years two series of inquiries were made, the first halfway through the program year, and another toward the end of the year. For each of the past two years only the latter inquiry has been conducted because findings from previous years suggested that the mid-year fluctuations in responses were seasonal or unrelated to RAP performance. Responses from the recent inquiry, conducted in June 1982, will be compared with those of June 1981 and June 1980.

SEAs or their counterparts were contacted in forty-nine states, the District of Columbia, and the Commonwealth of the Northern Mariana Islands, representing 94 percent of the sample. Contact was not made with the Georgia SEA, since the RAP contact person had left her position and a replacement had not been named. There was also no contact with the SEA representatives in Guam or the Pacific Trust Territory, who were unavailable after numerous attempts. Interviews were completed with forty-seven SEAs, including the Rhode Island respondent who had very recently taken her position and was unable to respond to specific questions about RAP. Adjustments were made to include her responses when appropriate. RLA interviewers found that four SEA representatives could not respond at all because of lack of contact with RAP. All calculations are based on the total number of respondents contacted (51).

Interviewers spoke with the RAP-designated contact person in all instances. Ten of the SEA contacts were first-time respondents, four of them replacing a respondent who was also new last year, and one who was the third person in three years to serve as the RAP contact. Approximately one quarter (13 SEAs or 24%) of the SEA contacts dated back to December 1977, the year the collaborative task first appeared in the RAP scope of work.

Interviewers used a guide to direct the telephone inquiry. It explored eight broad areas of inquiry in assessing the RAP/SEA relationship:

- Nature of contacts
- Frequency of RAP/SEA communication
- Initiator of contacts
- Satisfaction with RAP
- Problems
- Suggestions
- RAP's most valuable service
- Additional comments

The findings under each of these broad areas of inquiry will be addressed for the network as a whole. Following that will be a profile of the findings for each RAP. Two tables will assist the reader in viewing the RAP network from a national perspective (Table 20) and on a program-by-program basis (Table 21).

Additional information was requested from SEAs in whose states collaborative agreements exist with Head Start. Respondents were asked if their state had a State Implementation Grant (SIG), and if so, whether they felt that the SIG had influenced the development of the collaborative agreement between the SEA and Head Start. Data were gathered from twenty-two respondents. Fourteen of these states have SIGs (or did have one at the time the collaborative agreement was signed). Over one-half of the respondents (8) felt that there was a causal relationship, four said there was no influence, and two did not know because the agreement predated their assuming their position. Preschool Incentive Grants (PIGs) are in place in the remaining eight states. Six of these respondents felt that the PIGs were influential in the development of the SEA/Head Start agreement.

SEA IMPRESSIONS OF THE RAP NETWORK - AN OVERALL PICTURE

Frequency of Contact

Respondents were asked how frequently they communicate or are in contact with RAP through the mail, in person, or by telephone. Frequency is defined as: more than monthly, monthly, occasionally (6-11 times annually), infrequently (1-5 times annually), and never.

Forty-seven percent (24 SEAs) of the respondents reported contact occurring monthly or more often. Table 20, National Profile of RAP/SEA Interactions from June 1981 to June 1982, shows that the percentage has fallen progressively lower each year. In states where interagency collaborative agreements between SEA/Head Start have formalized, or where RAPs perceive an agreement as a moot point, the frequency of contact is often lower. Thirty-three percent (17 SEAs) reported occasional contact, and ten percent (5 SEAs) reported infrequent contact. Four SEAs reported no contact with RAP.

An index reflecting the average frequency of communication between a RAP and all SEAs in its service area appears in Table 21, Profile of RAP/SEA Interactions, Program-by-Program, June 1981-June 1982. The index is based on a four point scale in which more than monthly communication = 4, monthly communication = 3, and so forth. Nationally, the frequency index shows contact between SEAs and RAPs at 2.6, that is between 6 and 11 times annually. The index is up slightly from 2.5 a year ago, but down from the June 1980 inquiry, when contact occurred on a monthly basis (3.0).

For RAPs which serve only one state (Alaska and Mississippi), all findings represent the report of only one respondent. The frequency index for the lone-state RAPs represents less work than for RAPs whose service area is comprised of five or six states (New England, Region III, Texas Tech, and Denver). Frequency of contact has gone up for six RAPs (New England, Mississippi, Region VII, Pacific, Portland State University, and Alaska), remained the same for two (Region III and Texas Tech), and dropped for seven (NYU, Chapel Hill, Nashville, University of Illinois, Portage, Denver, and Los Angeles).

Initiative

Each SEA was asked who usually initiates contact between SEA and RAP. Almost two-thirds of the respondents (32 SEAs or 63%) indicated that contacts are mutually initiated. This figure is down from last year (74%) but equal to that of two years ago. Twenty-five percent (13 SEAs) view RAP as the primary initiator of contact. Five SEAs reported that there had been no contact initiated during the last year, although one of these SEAs coincidentally ran into RAP at a meeting. In no case was an SEA cited as the primary initiator of contact.

Table 20

National Profile of RAP/SEA Interactions
From June 1981 to June 1982
with Comparative Findings From
June 1980 and June 1981

CHARACTERISTICS	% of SEAs responding 6/82 (Base: 51)	% of SEAs responding 6/81 (Base: 53)	% of SEAs responding 6/80 (Base: 49)	Nat'l scores as of		
				6/82	6/81	6/80
Frequency of Contact						
More than monthly	29	26	47			
Monthly	18	26	16			
Occasionally (6-11 x/yr)	33	21	22			
Infrequently (1-5 x/yr)	10	19	10			
Never	8	8	2			
No Data*	0	0	2			
Frequency Index				2.6	2.5	3.0
Initiation of Contact						
Mutual	63	74	63			
RAP	25	17	35			
SEA	0	2	0			
No initiation	12	8	2			
Nature of Contacts						
AC	53	62	57			
Mt, Wkshp, conf.	73	64	71			
Materials	43	36	16			
SEA/HS collaboration	37	42	47			
LEA/HS collaboration	14	9	12			
SEA used as provider	20	8	24			
RAP used as provider	16	26	27			
Information exchange	82	85	90			
Mutual project	22	9	14			
State plan	2	0	4			
SIG	2	4	ND			
Other	33	8	24			
Introductory contact	8	17	8			
None	8	8	ND			
Average No. Types of Contact				4.1	3.9	4.0
Satisfaction						
Enthusiastic (4.0)	47	45	41			
Satisfied (3.0 - 3.9)	39	34	47			
Some reservations (2.0 - 2.9)	4	2	8			
Dissatisfied (1.0 - 1.9)	0	2	0			
No opinion (1.0)	8	6	2			
No opinion (0)	2	11	2			
National Grade				3.3	3.4	3.4
Problems encountered in dealing with RAP						
No	98	89	96			
Yes	2	11	4			

*No data: respondent unable to estimate frequency of contact.

Table 21

Profile of RAP/SEA Interaction, Program by Program
June 1981 - June 1982

CHARACTERISTICS	NE	NYU	R III	CH	MS	NASH	UofI	PP	TT	UK	DENVER	LA	PACIF	PSU	AK	NATIONAL
Frequency Index 4 = more than monthly; 3 = monthly; 2 = occasionally (6-11 x/yr); 1 = infrequently (1-5 x/yr); 0 = never	2.8	3.0	3.0	2.7	3.0	.7	2.3	3.0	1.8	3.3	2.3	1.7	3.5	2.3	4.0	2.6
Initiation of Contact																
Mutual	2	2	5	2	1	1	1	1	3	4	3	3	1	2	1	32
RAP	3	-	1	1	-	-	2	2	-	-	3	-	1	-	-	13
SEA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
No initiation	-	-	-	-	-	2	-	-	2	-	-	-	-	1	-	5
No interview	1[*]	-	-	1	-	-	-	-	-	-	-	-	2	-	-	4
Nature of Contacts (Unprompted)																
Advisory committee	3	2	2	2	1	1	2	3	-	4	3	1	1	1	1	27
Mt, wkshp, conf (not AC)	4	2	4	3	-	1	1	2	3	4	6	2	2	2	1	37
Materials	3	-	3	2	-	-	2	2	1	3	1	3	1	1	-	22
SEA/HS collaboration	3	1	3	-	1	-	-	1	2	2	3	1	2	-	-	19
LEA/HS collaboration	3	-	1	-	-	-	-	-	-	1	1	1	-	-	-	7
SEA used as provider	2	1	1	1	-	-	2	-	-	1	-	1	-	1	-	10
RAP used as provider	1	2	1	-	-	-	-	-	-	2	-	2	-	-	-	8
Info exchange	4	2	6	3	1	1	3	2	2	4	6	3	2	2	1	42
Mutual project	2	-	1	2	-	-	1	-	1	1	-	1	1	1	-	11
State plan	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1
SIG	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Other	3	1	2	2	-	-	2	-	1	2	2	-	-	1	1	17
Introductory contact	1	-	-	-	-	-	-	-	-	-	2	-	1	-	-	4
None	-	-	-	-	-	1	-	-	2	-	-	-	-	1	-	4
Average No. of Types of SEA/RAP contact por service area	5.8	5.5	4.0	5.7	3.0	1.0	4.3	3.3	2.0	6.0	4.0	5.0	5.0	3.0	4.0	4.1
Satisfaction Grade	3.6	3.0	3.8	4.0	3.0	2.5	3.3	3.5	2.8	3.8	3.4	3.5	3.3	2.7	4.0	3.3

[*] Contact made with SEA but unable to complete interview because respondent new to position.

Nature of Contacts

SEA respondents were asked to recall what types of contacts they had had with RAP during the last year. The responses were coded into the following categories:

- Introductory contact
- Assistance with state handicap plan
- Assistance with state implementation grant (SIG)
- Participation on RAP advisory committee
- Attendance or presentation at meetings, conferences, or workshops, and further, whether RAP-sponsored, SEA-sponsored, or co-sponsored
- Work on SEA/Head Start collaboration or collaborative agreements
- Work on LEA/Head Start collaboration or collaborative agreements
- Information exchanges by phone, mail, or at meetings
- Use of RAP materials or publications
- SEA's use of RAP as a resource other than a workshop presentation (e.g., RAP assists in adapting state guidelines for screening and assessment)
- RAP's use of SEA as a resource other than a workshop presentation (e.g., SEA provides information on Child Find in the state)
- Mutual projects (e.g., co-sponsored training for Head Start and public school personnel on transitioning).
- Other

Analysis continued to multiply-code contacts; for example, if an SEA and RAP worked together on developing a collaborative agreement between the SEA and Head Start, and as part of that effort the SEA received copies of model agreements sent by RAP, two contacts were coded.

The average number of types of contact per RAP service area was 4.1, up from 3.9 a year ago, and the highest level attained thus far. The number and percentage of states reporting each type of contact follows, in order of frequency. Comparisons are made with the two previous reporting periods.

Types of Contact	Number of States Reporting 6/82	6/81	6/80	Percent of States Reporting 6/82	6/81	6/80
Information exchange	42	45	44	82 %	85 %	90 %
Meetings/conferences/ workshops	37	34	36	73	64	73
Advisory committee participation	27	33	28	53	62	57
RAP materials publications	22	19	8	43	36	16
SEA/HS collaboration/ agreements	19	22	23	37	42	47
Other	17	4	12	33	8	24
Mutual projects	11	5	7	22	9	14
SEA used as a resource	10	4	12	20	8	24
RAP used as a resource	8	14	13	16	26	27
LEA/HS collaboration/ agreements	7	5	6	14	9	12
Introductory contact	4	9	4	8	17	8
Assistance with SIG	1	2	ND	2	4	ND
Assistance w/state hc plan	1	-	2	2	-	4
None	4	4	1	8	8	2

ND = No data

For the fourth year, information exchange was the most important function of RAP for the SEAs (42 SEAs or 82%). Of the 42 SEAs reporting information exchange, 86 percent (36 SEAs) indicated it occurred by telephone, 71 percent (30 SEAs) by mail, and 26 percent (11 SEAs) in person. Each of these figures is similar to a year ago except for contact with RAP in person, which fell by one-half. Thirty-seven SEAs (73%) said RAP or the SEA had attended or presented at each others' meetings, workshops, or conferences, or had co-sponsored them. Slightly over one-half of the SEAs (27 SEAs or 53%) reported participation on RAP advisory committees.

Table 20, compares the overall findings with those of the two previous June inquiries. Three types of contact have been mentioned most frequently for four consecutive years, and in addition have retained the same order of frequency:

information exchange; attendance and/or participation at meetings, conferences, and workshops; and advisory committee participation. Furthermore, the number of SEAs reporting these types of contacts is comparable for the four reporting periods. The number of SEAs noting that they have received specific materials from RAP (other than mass mailings) is higher than in June a year ago, and has surpassed the number of SEAs reporting work on SEA/Head Start collaboration agreements which had been the fourth highest type of contact for three years. "Other" types of contacts have risen four-fold over the past year, and mutual projects have doubled, as reported by SEAs. It is likely that activities in these two categories have increased in number as RAPs and SEAs have explored new projects together, in some cases because collaborative agreements are already in place and energies can be directed toward other goals. RAPs' use of SEAs as a resource (other than for workshops, etc.) has more than doubled over the past year, but the reverse shows fewer SEAs calling on RAPs as a resource. The number of SEAs citing introductory contacts by RAPs has also fallen, since there were no new RAPs this year.

Satisfaction

Respondents were asked to rate their satisfaction with RAP's work on a scale of one to four, with one at the low end. Exact numerical values were recorded (e.g., 2.8, 3.0, 3.5) and used in computations. "No opinion" responses to the satisfaction question were included or not included in the tables depending on the reason respondents did not rate their satisfaction. The "no opinion" of a new SEA contact, only recently associated with RAP, was eliminated from the computations. A "no opinion" response based on lack of contact between the SEA and RAP scored a value of one -- in effect a penalty -- and was included in the satisfaction grade.

Overall satisfaction has remained almost constant for three years, this year dropping slightly to 3.3, from 3.4 in each of the two previous years. A comparison of satisfaction rates for the three reporting periods follows:

Comparative Findings on Satisfaction With
RAP Work Expressed By SEAs

	6/82	6/81	6/80
Enthusiastic (4.0)	47 %	45 %	41 %
Satisfied (3.0 - 3.9)	39	34	47
Some reservations (2.0 - 2.9)	4	2	8
Dissatisfied (1.0 - 1.9)	0	2	0
No opinion (1.0)	8	6	2
No opinion (0)	2	11	2
National Grade	3.3	3.4	3.4

Eighty-six percent of the respondents in this inquiry rated RAP at 3.0 or above, indicating that the majority of SEAs are satisfied to enthusiastic about RAPs' work. This is up from the preceding June reporting period, but comparable to June 1980. No SEAs reported dissatisfaction with RAP services. Satisfaction scores increased at six RAPs; at three RAPs satisfaction levels remained the same since the June 1981 report; and at six RAPs satisfaction dropped. The latter is due in part to respondents who reported lack of contact and offered "no opinion" on satisfaction.

Most Valuable Service

SEAs were asked to relate what they considered to be the most valuable service that RAP offers. Forty-seven SEAs responded with a variety of services they value, some naming more than one. All SEAs with whom interviews were completed responded to the question. RAPs' most valuable services, as identified by SEAs, show a broad spectrum of assistance rendered on several levels: providers of services to young handicapped children, to the children themselves, and to their families.

The responses fell into the following general categories (in order of frequency): RAP serving as a liaison between LEA/SEA and Head Start; training; RAP serving as a resource to Head Start, which tied with RAP serving as a resource to SEA; RAP serving as a resource in general (information exchange, information resources, advocacy, accessibility); collaboration efforts; materials (including

RAP products, media, publications, and manuals); and "other." Twenty-one SEAs valued RAP's role as a liaison between LEAs or SEAs and Head Start, double the number reported in either of the previous June inquiries. This service surpasses training which was cited by fifteen SEAs this year, but was mentioned most frequently both in June of 1981 and 1980. Ten SEAs felt RAP's greatest value is serving as a resource to Head Starts. The same number of SEAs cited RAP as a valuable resource to them or their agency. Seven SEAs felt RAP has served as a general resource, the same number reported in June 1981. Four SEAs cited RAP's efforts to facilitate collaboration between SEAs, LEAs, and Head Starts; four SEAs also cited RAP's provision of direct or indirect services to handicapped children and their families. Materials were mentioned by only two SEAs, a decrease from each of the two previous inquiries. One SEA was unable to offer an opinion of RAP's most valuable service because she was new to her position. Three SEAs offered no opinion because contact with RAP had been lacking.

Problems

Ninety-eight percent (50) of the SEA respondents reported no problems in their dealings with RAP. Only one problem was cited: a delay in receiving a draft update of the existing SEA/Head Start agreement, which the SEA is hopeful can go into effect in the fall. The respondent was quick to say that she has good rapport with RAP and expects a timely resolution.

Suggestions

Twelve SEAs (24%) offered suggestions to improve RAP operations. Suggestions fell into four general areas: improved communication, state-specific tasks relative to individual RAPs, improved collaboration efforts, and suggestions to improve or enhance RAP operations.

The greatest number of suggestions (5) were directed at state-specific tasks relative to individual RAPs. These included exploring ways to train local Head Start programs to develop their own systems for staff development; focusing "hands-on" training and technical assistance on teachers rather than handicap coordinators; more on-site visits to two rural Head Start programs; closer coordination with the RTO to avoid duplication of efforts; and an investigation into how other states provide preschool handicap services when not mandated to serve this population.

Three respondents offered suggestions to improve RAP's role as an agent of collaboration. These were to improve coordination with the SEA to do joint training, and open the training to public school districts and to take a more active role in working with LEAs. The third suggested that ACYF delegate responsibility to RAP for the implementation of the collaborative agreement.

Three SEAs suggested more communication, such as more publicity about what Head Start has accomplished and has to offer to public schools, which might lead to more referrals for Head Start; a brochure or one-page flyer on RAP services for dissemination to public schools; and periodic activity reports to keep the SEA up-to-date between RAP advisory committee meetings.

Finally, three SEAs offered suggestions to enhance RAP operations: more notice for advisory committee meetings and training conferences; advance notice when RAP will be on-site at Head Start programs; finally, increased funding for a larger staff.

Correlations of Variables in RAP/SEA Relationships

An attempt was made by the evaluator to determine if a combination of factors (satisfaction with RAP service, frequency of contact, primary initiator of contact, and number of types of contact) had any significant bearing on RAP work with SEAs. Correlations between satisfaction and frequency of communication, primary initiator, etc., follow.

The most satisfied respondents were those with whom contact was frequent and exchanges were mutual and varied. When the contacts were mutually initiated the satisfaction grade was 3.7, compared to 3.3 when those contacts were RAP-initiated. Respondents who reported contact with RAP on a monthly or more than monthly basis had an average satisfaction grade of 3.9, compared to 3.3 for those with occasional contact. Satisfied SEAs averaged 4.7 types of contact with RAP.

Where initiation of contact was mutual, 69 percent of the respondents reported monthly or more frequent contact. Only 16 percent of the RAP-initiated contacts were monthly or more often. Mutually-initiated contacts reported by SEAs averaged 4.8 discrete types of contact; RAP-initiated contacts averaged 4.2 types of contacts.

Those SEAs in contact with RAP monthly or more than monthly averaged 5.8 types of contact; infrequent contact shows an average of only 2.6 types of contact. Frequency of contact, SEA satisfaction, and number of types of contact for each RAP's home state were compared with the rest of the RAP's service area also. (No comparisons can be made for the two lone-state RAPs.) For nine RAPs contact was more frequent with the SEA in their home state than for the rest of the service area; frequency was the same for one RAP; and in three states contact was less often. Satisfaction was higher in nine home states, the same in one, and lower in three.

The number of types of contact between RAPs and home-state SEAs was higher for seven RAPs compared to the rest of the service area, the same for three, and lower for three. Eleven home-state SEAs reported mutually-initiated contacts, one felt that contact was primarily initiated by RAP, and one reported that no contact had been initiated.

Individual RAP Summaries

Summaries for each RAP's work with the SEAs in its service area follow. They contain the abbreviated contents of interviews with SEAs. Each summary is introduced with findings on three indexes -- frequency of RAP/SEA contacts, average number of discrete types of contacts, and overall SEA satisfaction. The types of contacts are identified by an "X". The narrative addresses comparisons with national findings on the three indexes and certain types of contacts are elaborated.

New England RAP

	6/82	6/81	6/80
Frequency index	2.8	1.8	2.6
Average no. types of contact	5.8	3.8	3.6
Satisfaction grade	3.6	3.2	3.1

Abbreviated Contents of Interviews

							6/82 Indexes	
States served	CT	ME	MA	NH	RI	VT	NE RAP	NAT'L
Frequency of contact	M+	0	M+	0		0	2.8	2.6
Initiator of contact	M	R	M	R		R		
Satisfaction grade	3.0	3.0	4.0	4.0		3.8	3.6	3.3
Types of contact							5.8	4.1
AC		x	x	x	NO INTERVIEW			
Meetings, etc.	x		x	x		x		
Materials			x	x		x		
SEA/HS collab.	x		x			x		
LEA/HS collab.	x		x			x		
SEA as provider			x	x				
RAP as provider			x					
Info exchange		x	x	x		x		
Mutual project	x		x					
State plan								
SIG								
Other	x	x	x					
Intro contact				x				
None								

The New England RAP shows an increase in all three indexes over the last inquiry in June 1981. Each index exceeds the national average for this reporting period. Contact averaged almost monthly and satisfaction is solid. The average number of types of contact is the second highest for the RAP network.

Elaboration of Contacts

Connecticut: The SEA praised RAP's high level of effort in their work to develop a collaborative agreement in the state. RAP and the SEA will jointly sponsor training to introduce the agreement and to encourage local agreements between Head Starts and public school staff.

Maine: Despite less frequent contact between RAP and the SEA this year, the respondent feels her working relationship with RAP has been very positive. Through the Maine Resource Center the SEA has coordinated with RAP in providing services to handicapped preschoolers.

Massachusetts: RAP and the SEA are in frequent contact with each other, in part because the respondent serves as the state's liaison to RAP in fostering a collaborative working relationship between Head Start and public schools. A brochure on collaboration was developed by RAP staff and critiqued by the Massachusetts SEA, whose office will print it for distribution to all New England states. Each individual state will have a "pull-out" with information specific to its own state. In addition to working with the New England RAP, the respondent presented two workshops at a Region VII RAP statewide conference in an effort to strengthen public school/Head Start relationships.

New Hampshire: RAP was responsible for bringing together the SEA and a Head Start director to review state regulations and to assess the state's services for preschool handicapped children. The respondent is assisting RAP to prepare materials and plan training that RAP will present next fall on collaboration.

Vermont: RAP and the SEA have met together several times to explore possibilities for cost-effective collaborative efforts. RAP and the SEA have jointly designed a questionnaire to be sent to Head Starts and LEAs in the state to determine how they are collaborating with each other. RAP has provided leadership in this effort by arranging meetings and collecting and analyzing data.

Rhode Island: The SEA respondent had only been in her position for four weeks at the time of the telephone inquiry, and consequently was unable to respond to the survey questions. She did, however, report that RAP had arranged a meeting with her to provide information and materials on Head Start's handicap services and RAP.

Suggestions

Connecticut: The SEA would like ACYF to delegate responsibility to RAP for implementing the new collaborative agreement with Head Start. The RAP staff person who worked exclusively on interagency work in the state served as a valuable Head Start counterpart to the SEA.

Most Valuable Service

Connecticut: Collaboration

Maine: RAP serves as a resource to Head Start

Massachusetts: RAP serves as a resource to the SEA; RAP serves as a liaison between the SEA and Head Start.

New Hampshire: Training and training materials.

Vermont: Collaboration.

Rhode Island: Unable to respond because of recent and limited contact with RAP.

New York University RAP

	6/82	6/81	6/80
Frequency index	3.0	4.0	4.0
Average no. types of contact	5.5	5.5	4.0
Satisfaction grade	3.0	3.3	3.5

Abbreviated Contents of Interviews

			6/82 Indexes	
States served	NJ	NY	N.Y.U. RAP	NAT'L
Frequency of contact	O	M+	3.0	2.6
Initiator of contact	M	M		
Satisfaction grade	2.0	4.0	3.0	3.3
Types of contact			5.5	4.1
AC	x	x		
Meetings, etc.	x	x		
Materials				
SEA/HS collab.		x		
LEA/HS collab.				
SEA as provider	x			
RAP as provider	x	x		
Info exchange	x	x		
Mutual project				
State plan				
SIG				
Other		x		
Intro contact				
None				

The New York University RAP has maintained monthly contact with SEAs. Satisfaction is solid, but it has slipped from a year ago and falls somewhat below the national average. The average number of types of contact exceeds the national average and is among the highest during this reporting period.

Elaboration of Contacts

New Jersey: The SEA has provided RAP with materials used in training, such as the state plan and copies of state laws. He cites RAP as a helpful and nonpartisan resource.

New York: RAP has helped Head Start families work cooperatively with the New York Early Childhood Direction Centers and has been instrumental in working with the SEA to determine whether individual Head Start families could make appropriate use of funds for special education services through Family Court. RAP assisted the SEA with their Child Count effort by providing information from a survey they did on Head Start children ages 3 to 5 year-olds. An SEA/Head Start agreement is imminent.

Suggestions

New Jersey: The SEA would like to see RAP take a more active role in working with LEAs. He also would like to see more visible activities between RAP and the RTO, such as joining together on a needs assessment to avoid duplication of efforts.

Most Valuable Service

New Jersey: RAP serves as a liaison between the SEA and Head Start.

New York: RAP serves as a resource to Head Start (RAP has a comprehensive concept of the need of Head Start); RAP serves as a liaison between the SEA and Head Start.

Region III RAP

	6/82	6/81	6/80
Frequency index	3.0	3.0	3.2
Average no. types of contacts	4.0	4.2	4.6
Satisfaction grade	3.8	3.6	3.6

Abbreviated Contents of Interviews

							6/82 Indexes	
States served	DE	DC	MD	PA	VA	WV	R III RAP	NAT'L
Frequency of contact	M	M	M+	M+	0	0	3.0	2.6
Initiator of contact	M	M	M	M	R	M		
Satisfaction grade	3.0	4.0	4.0	4.0	3.5	4.0	3.8	3.3
Types of contact							4.0	4.1
AC	x	x						
Meetings, etc.	x	x	x	x				
Materials	x		x		x			
SEA/HS collab.	x			x		x		
LEA/HS collab.			x					
SEA as provider					x			
RAP as provider				x				
Info exchange	x	x	x	x	x	x		
Mutual project			x					
State plan								
SIG								
Other			x	x				
Intro contact								
None								

The Region III RAP exceeds the national average for frequency of contact, and satisfaction is second highest within the network. The average number of types of contact approximates the national average, falling only slightly below it.

Elaboration of Contacts

District of Columbia: The SEA presented a training session at a RAP mainstreaming conference.

Delaware: The SEA has had several meetings with RAP to develop an interagency collaborative agreement.

Maryland: In lieu of a state agreement with Head Start, the SEA and RAP are jointly preparing an Administrative Manual which will identify ways for Head Start and public schools to work together, such as shared services.

Pennsylvania: RAP presented training at two SEA-sponsored conferences and also provided training to some intermediate unit staff. The SEA has called upon RAP as a resource for parent and community involvement.

Virginia: At RAP's request the SEA made a presentation before a Head Start group to explain the state's regulations regarding preschool handicapped children.

West Virginia: RAP provided the SEA with information on the number and categories of Head Start handicapped children in the state.

Most Valuable Service

District of Columbia: Training; staff development; direct services to handicapped preschoolers.

Delaware: Training.

Maryland: Training; advocacy at federal, state, and local levels for young handicapped children and programs; rendering services to young handicapped children.

Pennsylvania: RAP serves as a resource to the SEA.

Virginia: RAP serves as a resource to the SEA; accessibility.

West Virginia: RAP serves as a resource to the SEA.

Chapel Hill RAP

	6/82	6/81	6/80
Frequency index	2.7	3.3	2.5
Average no. types of contact	5.7	4.5	3.3
Satisfaction grade	4.0	3.9	3.8

Abbreviated Contents of Interviews

					6/82 Indexes	
States served	FL	GA	NC	SC	CH RAP	NAT'L
Frequency of contact	M+		M	I	2.7	2.6
Initiator of contact	M		M	R		
Satisfaction grade	4.0		4.0	4.0	4.0	3.3
Types of contact		NO INTERVIEW			5.7	4.1
AC	x			x		
Meetings, etc.	x		x	x		
Materials	x		x			
SEA/HS collab.						
LEA/HS collab.						
SEA as provider	x					
RAP as provider						
Info exchange	x		x	x		
Mutual project	x		x			
State plan			x			
SIG			x			
Other	x		x			
Intro contact						
None						

The SEAs served by Chapel Hill RAP continue to be very satisfied with the work being performed by RAP. Satisfaction has been consistently high for four years. This year it received the highest marks from each of the SEAs interviewed, giving RAP the highest satisfaction grade among the RAPs, tied with Alaska RAP.

Average frequency of contact exceeds the national average but falls below that of last year. The average number of types of contact rose considerably, again to a level higher than the national average.

Elaboration of Contacts

Florida: The SEA attended an SFC meeting in Georgia to describe what is going on in Florida's preschool handicap programs and how SFCs in the state relate to her office. The respondent meets with the SFCs on a regular basis to discuss future directions in their working relationship. The respondent has provided RAP with names of suggested trainers for RAP conferences, as well as a copy of the state statute on diagnosing exceptional children for comparison with Head Start's criteria. RAP and the SEA are identifying strategies for involving Head Starts in the planning process for preschool incentive grants, which are submitted by LEAs.

North Carolina: RAP assisted in the development of a guide on transition of preschool handicapped children which was published by the state. RAP and the SFCs review Preschool Incentive Grant proposals for the SEA. RAP, the SEA, and others served on a Governor's Task Force on Day Care which made recommendations for future directions of day care in the state.

South Carolina: The SEA has adopted some of the RAP's materials for their use with 3- and 4-year-old children. The respondent feels that RAP has followed through on suggestions made by the advisory committee.

Most Valuable Service

Florida: RAP serves as a liaison between the SEA and Head Start.

North Carolina: RAP serves as a resource to the SEA, especially on collaborative efforts; RAP serves as a liaison between the SEA and Head Start.

South Carolina: RAP serves as a resource to Head Start; RAP serves as a liaison between the SEA and Head Start; materials.

Nashville RAP

	6/82	6/81	6/80
Frequency index	.7	1.0	4.0
Average no. types of contacts	1.0	1.0	4.0
Satisfaction grade	2.5	2.0	4.0

Abbreviated Contents of Interviews

				6/82 Indexes	
States served	AL	KY	TN	NASH RAP	NAT'L
Frequency of contact	I	I	N	.7	2.6
Initiator of contact	NA[1]	M	NA[2]		
Satisfaction grade	3.5	3.0	N.O. 1.0	2.5	3.3
Types of contact				1.0	4.1
AC		x			
Meetings, etc.	x				
Materials					
SEA/HS collab.					
LEA/HS collab.					
SEA as provider					
RAP as provider					
Info exchange		x			
Mutual project					
State plan					
SIG					
Other					
Intro contact					
None			x		

[1] Initiator not applicable; SEA encountered RAP at a meeting by chance.

[2] Initiator not applicable because no contact was made with SEA.

Each of the three indexes for the Nashville RAP falls below the national average, with frequency of contact showing a decline over a year ago. Satisfaction has risen and the average number of types of contact has remained constant. For the second year in a row, the Nashville RAP scores are the lowest overall for the RAP network.

Suggestions

Kentucky: The respondent would like to receive RAP activity reports to keep up-to-date between advisory committee meetings.

Most Valuable Service

Alabama: RAP serves as a liaison between the SEA and Head Start.

Kentucky: Information on developments in other states.

Tennessee: SEA unable to respond because of lack of contact with RAP.

Mississippi RAP

	6/82	6/81	6/80
Frequency index	3.0	2.0	2.0
Average no. types of contacts	3.0	8.0	5.0
Satisfaction grade	3.0	3.0	3.5

Abbreviated Contents of Interview

		6/82 Indexes	
State served	MS	MS RAP	NAT'L
Frequency of contact	M	3.0	2.6
Initiator of contact	M		
Satisfaction grade	3.0	3.0	3.3
Types of contact		3.0	4.1
AC	x		
Meetings, etc.			
Materials			
SEA/HS collab.	x		
LEA/HS collab.			
SEA as provider			
RAP as provider			
Info exchange	x		
Mutual project			
State plan			
SIG			
Other			
Intro contact			
None			

The Mississippi RAP has maintained solid satisfaction with the SEA. Frequency of contact has risen to monthly, but the diversity of types of contact has fallen from a year ago and is below the national average.

Elaboration of Contacts

Mississippi: RAP has been working with the SEA on issues related to the transition of children from Head Start to public schools.

Most Valuable Service

Mississippi: RAP serves as a liaison between the SEA and Head Start, particularly with regard to the transition of handicapped children from Head Start to public schools.

The University of Illinois RAP

	6/82	6/81	6/80
Frequency index	2.3	3.0	2.7
Average no. types of contact	4.3	5.7	4.3
Satisfaction grade	3.3	4.0	3.0

Abbreviated Contents of Interviews

				6/82 Indexes	
States served	IL	IN	OH	U OF I RAP	NAT'L
Frequency of contact	M+	I	O	2.3	2.6
Initiator of contact	M	R	R		
Satisfaction grade	4.0	4.0	2.0	3.3	3.3
Types of contact				4.3	4.1
AC	x		x		
Meetings, etc.	x				
Materials	x		x		
SEA/HS collab.					
LEA/HS collab.					
SEA as provider	x		x		
RAP as provider					
Info exchange	x	x	x		
Mutual project	x				
State plan					
SIG					
Other	x	x			
Intro contact					
None					

Each of the three indexes at the University of Illinois RAP has decreased from a year ago, but they exceed or approximate the national averages for this year.

Elaboration of Contacts

Indiana: RAP conducted a survey of public schools to document the kinds of shared resources they have with Head Start.

Illinois: RAP and the SEA have co-sponsored meetings in the state regarding local collaboration and the Illinois Memorandum which deals with interagency collaboration between the state and Head Start. They are planning joint conferences for next year for Head Start and LEA staff. The respondent considers RAP her strongest contact outside the State Department of Education this year.

Ohio: RAP has made use of the state's Regional Resource Centers and a directory of services provided by the SEA.

Most Valuable Service

Indiana: RAP serves as a resource to Head Start.

Illinois: Training; RAP serves as a resource to Head Start; RAP serves as a liaison between the SEA and Head Start.

Ohio: RAP provides assistance to the Ohio State Handicap Advocate.

Portage RAP

	6/82	6/81	6/80
Frequency index	3.0	3.3	3.3
Average no. types of contact	3.3	3.7	4.3
Satisfaction grade	3.5	4.0	3.3

Abbreviated Contents of Interviews

				6/82 Indexes	
States served	MI	MN	WI	PORT RAP	NAT'L
Frequency of contact	M+	M	0	3.0	2.6
Initiator of contact	R	M	R		
Satisfaction grade	3.5	4.0	3.0	3.5	3.3
Types of contact				3.3	4.1
AC	x	x	x		
Meetings, etc.	x	x			
Materials	x	x			
SEA/HS collab.		x			
LEA/HS collab.					
SEA as provider					
RAP as provider					
Info exchange		x	x		
Mutual project					
State plan					
SIG					
Other					
Intro contact					
None					

Portage RAP is in monthly contact with the SEAs in its service area, a slight decrease from a year ago, but higher than the national average frequency. Satisfaction is solid despite a lower than average number of types of contact.

Elaboration of Contacts

Minnesota: The SEA made a presentation at a RAP-sponsored workshop. RAP and the SEA have worked together to strengthen the existing collaborative agreement.

Michigan: RAP is assisting the State Handicap Advocate in the development of a collaborative agreement.

Suggestions

Michigan: RAP needs to continue to publicize what Head Start has to offer and has accomplished so that referrals are made to Head Start as an alternative placement.

Most Valuable Service

Minnesota: Training; RAP serves as a resource to Head Start.

Michigan: RAP serves as a liaison between the SEA and Head Start; information source on mainstreaming preschoolers.

Wisconsin: RAP's capacity to provide an overview of all agencies' efforts -- serving as a source of information.

Texas Tech RAP

	6/82	6/81	6/80
Frequency index	1.8	1.8	2.3
Average no. types of contacts	2.0	2.6	3.0
Satisfaction grade	2.8	3.3	3.0

Abbreviated Contents of Interviews

						6/82 Indexes	
States served	TX	AR	LA	NM	OK	TT RAP	NAT'L
Frequency of contact	O	N	M+	N	M	1.8	2.6
Initiator of contact	M	NA[1]	M	NA[1]	M		
Satisfaction grade	4.0	N.O. 1.0	4.0	N.O. 1.0	4.0	2.8	3.3
Types of contact						2.0	4.1
AC							
Meetings, etc.	x		x		x		
Materials			x				
SEA/HS collab.	x		x				
LEA/HS collab.							
SEA as provider							
RAP as provider							
Info exchange	x		x				
Mutual project					x		
State plan							
SIG							
Other			x				
Intro contact							
None		x		x			

[1] NA - Initiator not applicable because of lack of contact

Satisfaction with the Texas Tech RAP has decreased over the past year and falls below the national average, due primarily to the lack of contact with two respondents. Of those who rated their satisfaction with RAP, all gave the highest marks. The average number of types of contact has fallen progressively over the last three years.

Elaboration of Contacts

Oklahoma: The respondent cites RAP for top-notch information and feels that Head Start could serve as a model for public schools.

Louisiana: RAP and the SEA are developing procedures to implement the collaborative agreement.

Texas: RAP and the SEA have met together to discuss collaborative efforts with Head Start.

Most Valuable Service

Oklahoma: RAP coordination efforts between Head Starts and public schools in rural areas.

Louisiana: RAP serves as a resource to the SEA.

Texas: RAP serves as a resource to the SEA; RAP serves as a liaison between the SEA and Head Start.

Region VII RAP

	6/82	6/81	6/80
Frequency index	3.3	2.0	2.8
Average no. types of contacts	6.0	4.0	4.0
Satisfaction grade	3.8	3.4	3.0

Abbreviated Contents of Interviews

					6/82 Indexes	
States served	IA	KS	MO	NE	R. VII RAP	NAT'L
Frequency of contact	0	M+	M	M+	3.3	2.6
Initiator of contact	M	M	M	M		
Satisfaction grade	3.0	4.0	4.0	4.0	3.8	3.3
Types of contact					6.0	4.1
AC	x	x	x	x		
Meetings, etc.	x	x	x	x		
Materials	x	x		x		
SEA/HS collab.		x		x		
LEA/HS collab.				x		
SEA as provider			x			
RAP as provider		x	x			
Info exchange	x	x	x	x		
Mutual project		x				
State plan						
SIG						
Other		x		x		
Intro contact						
None						

The SEAs served by the Region VII RAP report high satisfaction with RAP's work, more than monthly contact, and the highest average number of types of contact for the network. Each of the indexes exceeds the national average and represents an increase over last year.

Elaboration of Contacts

Missouri: RAP served on the planning committee for an SEA-sponsored conference, Young Years, which reached an audience of public school personnel, Head Start staff, private programs, and teacher training programs. RAP staff made presentations at the conference and arranged for the Massachusetts SEA representative to make a presentation on mainstreaming through the media.

Kansas: RAP sits on an SEA advisory committee which serves as an interagency group. The SEA attends Head Start directors' meetings at RAP's invitation. RAP staff drafted a constitution to create a chapter of the Division of Early Childhood of the Council for Exceptional Children. RAP was instrumental in the development of a collaborative agreement between Head Start and the public schools, which was recently signed.

Iowa: The SEA attends Head Start handicap coordinator meetings at RAP's invitation.

Nebraska: RAP and the SEA have conducted joint training on several occasions (e.g., at a state conference for public schools and Head Starts and at regional meetings across the state) to promote collaborative work between public school and Head Start staff.

Suggestions

Missouri: The SEA feels RAP training needs to be directed more at the "hands-on" people (teachers) rather than the handicap coordinators.

Most Valuable Service

Missouri: RAP services as a liaison between the SEA and Head Start.

Kansas: Training; RAP serves as a liaison between the SEA and Head Start; materials provided to handicap coordinators.

Iowa: RAP serves as a resource to Head Start.

Nebraska: RAP serves as a liaison between the SEA and the Head Start.

University of Denver RAP

	6/82	6/81	6/80
Frequency index	2.3	2.5	N/A
Average no. types of contact	4.0	3.3	N/A
Satisfaction grade	3.4	3.8	N/A

Abbreviated Contents of Interviews

							6/82 Indexes	
States Served	CO	MT	ND	SD	UT	WY	U of D RAP	NAT'L
Frequency of contact	M+	0	0	0	0	0	2.3	2.6
Initiator of contact	M	M	R	R	M	R		
Satisfaction grade	4.0	4.0	3.0	3.0	3.5	3.0	3.4	3.3
Types of contact							4.0	4.1
AC	x		x			x		
Meetings, etc.	x	x	x	x	x	x		
Materials		x						
SEA/HS collab.		x	x			x		
LEA/HS collab.	x							
SEA as provider								
RAP as provider								
Info exchange	x	x	x	x	x	x		
Mutual project								
State plan								
SIG								
Other		x			x			
Intro contact				x		x		
None								

Each of the three indexes for the University of Denver RAP exceeds or approximates the national average. Frequency of contact and satisfaction have both fallen somewhat from a year ago, but satisfaction remains solid, nevertheless.

Elaboration of Contacts

Colorado: RAP and the SEA have jointly sponsored several workshops for public schools and Head Start to encourage and promote collaborative efforts at the local level.

North Dakota: RAP and the SEA are working together to revise the existing interagency agreement.

South Dakota: The SEA made a presentation at a RAP-sponsored mainstreaming conference.

Montana: The SEA views RAP as a vital part of the early childhood handicap scene in the state. The respondent met with RAP to discuss possible collaborative efforts.

Utah: RAP and the SEA have worked together to understand how other states have brought about coordination through Preschool Incentive Grants, and where federal and state regulations are in conflict with one another in an effort to implement grants in Utah.

Wyoming: RAP has met with the SEA to discuss possible collaborative efforts with Head Start.

Suggestions

Colorado: Funding increases would help to add more staff to cover RAP's vast service area.

Utah: The respondent would like RAP to investigate how states bring about preschool services when they are not mandated to serve preschool handicapped children.

Most Valuable Service

Colorado: Training; RAP serves as a liaison between the SEA and Head Start.

North Dakota: RAP serves as a resource to Head Start; RAP serves as a liaison between the SEA and Head Start.

South Dakota: Training; RAP serves as a liaison between the SEA and Head Start.

Montana: Training.

UTAH: RAP serves as a resource to the SEA.

Wyoming: Training.

Los Angeles RAP

	6/82	6/81	6/80
Frequency index	1.7	3.0	3.7
Average no. types of contacts	5.0	4.7	4.7
Satisfaction grade	3.5	3.5	3.6

Abbreviated Contents of Interviews

				6/82 Indexes	
States served	AZ	CA	NV	LA RAP	NAT'L
Frequency of contact	0	I	0	1.7	2.6
Initiator of contact	M	M	M		
Satisfaction grade	3.5	3.0	4.0	3.5	3.3
Types of contact				5.0	4.1
AC			x		
Meetings, etc.		x	x		
Materials	x	x	x		
SEA/HS collab.		x			
LEA/HS collab.			x		
SEA as provider		x			
RAP as provider	x		x		
Info exchange	x	x	x		
Mutual project	x				
State plan					
SIG					
Other					
Intro contact					
None					

The SEAs served by the Los Angeles RAP continue to be very satisfied with RAP's work despite less frequent contact by RAP. The satisfaction grade exceeds the national average but frequency of contact has dropped considerably. Nonetheless, the average number of types of contact remains high.

Elaboration of Contacts

California: RAP and the SEA co-sponsored a series of four workshops for Head Start and public school personnel. The SEA has provided clarification on issues dealing with the development of local interagency agreements. RAP is working with the SEA to update the existing interagency agreement with the State Department of Education and Head Start.

Arizona: RAP and the SEA worked with Head Start grantees to prepare for the receipt of PL 94-142 entitlement funds, which programs received for the first time this year.

Nevada: The SEA called on RAP for information on testing of handicapped children and for training of child care providers. A memo was sent to local school districts identifying Head Start as a possible placement for preschool handicapped children.

Problem

California: The respondent is disappointed about the response to her request to update the interagency agreement. The state has revised their part of the agreement and now is waiting for Head Start. She cites good rapport with RAP and expects a resolution, but the delay has been problemsome for her.

Suggestions

California: The respondent would like more advance notice for advisory committee meetings and conferences. She also suggests that RAP develop a brochure or one-page flyer about RAP services for distribution to public schools.

Nevada: The SEA would like to see RAP offer on-site assistance to two remote, rural Head Start programs, but she recognizes the cost constraints involved.

Most Valuable Service

California: RAP serves as a liaison between the SEA and Head Starts; collaboration at the local level.

Arizona: Training; RAP serves as a resource to Head Start.

Nevada: Training; RAP serves as a resource to the SEA; RAP serves as a resource to Head Start.

Pacific RAP

	6/82	6/81	6/80
Frequency index	3.5	3.0	3.5
Average no. types of contacts	5.0	2.7	4.8
Satisfaction grade	3.3	2.8	3.3

Abbreviated Contents of Interviews

					6/82 Indexes	
States served	HI	GU	NMI	PTT	PACIFIC RAP	NAT'L
Frequency of contact	M+		M		3.5	2.6
Initiator of contact	M		R			
Satisfaction grade	3.5		3.0		3.3	3.3
Types of contact		NO INTERVIEW		NO INTERVIEW	5.0	4.1
AC	x					
Meetings, etc.	x		x			
Materials			x			
SEA/HS collab.	x		x			
LEA/HS collab.						
SEA as provider						
RAP as provider						
Info exchange	x		x			
Mutual project	x					
State plan						
SIG						
Other						
Intro contact			x			
None						

Each of the three indexes has increased for the Pacific RAP, and either exceeds or equals the national average. Frequency of contact occurs on a more than monthly basis and the number of types of contact has almost doubled. Satisfaction is solid and equals the national average. No interviews were conducted with the representatives from Guam or the Pacific Trust Territory, after numerous attempts by the interviewers.

Elaboration of Contacts

Hawaii: RAP and the SEA are working together to assist Head Start programs located on Department of Education campuses benefit from services offered to the public schools.

Northern Mariana Islands: The respondent sent staff members to attend RAP training when it was held in the islands.

Suggestions

Northern Mariana Islands: The SEA would like RAP to give advance notice when they plan to be on-site, so that she can plan ahead to coordinate with Head Start.

Most Valuable Service

Hawaii: RAP serves as a liaison between the SEA and Head Start.

Northern Mariana Islands: Training.

Portland State University RAP

	6/82	6/81	6/80
Frequency index	2.3	1.0	N/A
Average no. types of contact	3.0	2.0	N/A
Satisfaction grade	2.7	3.0	N/A

Abbreviated Contents of Interviews

				6/82 Indexes	
States served	ID	OR	WN	PSU RAP	NAT'L
Frequency of contact	N	M+	M	2.3	2.6
Initiator of contact	NA[1]	M	M		
Satisfaction grade	N.O. 1.0	4.0	3.0	2.7	3.3
Types of contact				3.0	4.1
AC			x		
Meetings, etc.		x	x		
Materials			x		
SEA/HS collab.					
LEA/HS collab.					
SEA as provider		x			
RAP as provider					
Info exchange		x	x		
Mutual project		x			
State plan					
SIG					
Other		x			
Intro contact					
None	x				

[1] NA - Initiator not applicable because of lack of contact

Two of the three indexes for the Portland State University RAP have increased over a year ago, but all three indexes fall below the national averages. Satisfaction has slipped, but last year's grade had been based on only one respondent. Frequency of contact has risen and approximates the national average, and the average number of types of contact has also increased.

Elaboration of Contacts

Washington: RAP has met with the Washington Interagency Committee.

Oregon: The SEA and RAP are compiling a compendium regarding local collaboration issues, which is now in a draft stage. An interpretation of the Head Start interagency agreement with the State Department of Education is being used as a model for local level agreements.

Idaho: Contact with RAP has been indirect through the Idaho STATO.

Suggestions

Washington: The respondent would like RAP to open its training to school districts. In addition, she would like to see RAP coordinate more with the SEA to do joint training.

Idaho: RAP should explore ways to train local Head Start programs to develop their own system for staff development.

Most Valuable Service

Washington: RAP serves as a resource to the SEA.

Oregon: RAP serves as a resource to the Head Start.

Idaho: Training.

Alaska RAP

	6/82	6/81	6/80
Frequency index	4.0	3.0	3.0
Average no. types of contact	4.0	3.0	5.0
Satisfaction grade	4.0	4.0	4.0

Abbreviated Contents of Interview

		6/82 Indexes	
State served	AK	AK RAP	NAT'L
Frequency of contact	M+	4.0	2.6
Initiator of contact	M		-
Satisfaction grade	4.0	4.0	3.3
Types of contact		4.0	4.1
AC	x		
Meetings, etc.	x		
Materials			
SEA/HS collab.			
LEA/HS collab.			
SEA as provider			
RAP as provider			
Info exchange	x		
Mutual project			
State plan			
SIG			
Other	x		
Intro contact			
None			

Alaska RAP has maintained the high satisfaction with the SEA it serves for the fourth year and shares the highest marks for satisfaction with Chapel Hill RAP. Contact has been on a more than monthly basis, and the average number of types of contact approximates the national average.

Elaboration of Contacts

Alaska: The state provides a grant to RAP to replicate its services with public schools and thereby provide wider coverage of RAP services. The respondent feels that RAP is relied upon heavily in the state.

Most Valuable Service

Alaska: Direct services provided to children and their families; Child Find services.

Evaluation of Long and Short-Term Effects of RAP Training

Training of Head Start personnel, especially teaching staff, in mainstreaming and other supportive services for handicapped children has been one of the major tasks for the RAP program since 1978-79. For the third year in a row, RLA's evaluation of this training has been based directly on participants'* reactions, using a form distributed to participants at training conferences plus follow-up telephone interviews with a sample of respondents contacted at least three months after their training took place.

The 15 RAPs held a total of 163 conferences. RAP distributed a preprinted RLA training evaluation questionnaire at approximately one-third of these meetings, with the sealed returns shipped directly to evaluation staff for tabulation and analysis. In this manner, reactions to RAP training were obtained for 2,979 participants at 59 separate meetings. For each RAP, reactions were obtained for at least two and as many as six training conferences (see Table 22, Numbers of Training Conferences and Training Participants, by RAP).

Questions on the evaluation form were nearly identical to those asked of participants in 1979-80 and 1980-81, facilitating a review of trends in training over time as well as a report on the effects of training efforts in the 1981-82 program year. Where changes in wording did occur these are noted as they affect particular topics in the text below.

Our discussion of training is divided into four sections. First, a review is provided of the highlights of the RAP program's training efforts in 1981-82. Second, more detailed information is presented on each training evaluation topic. Third, additional data are provided from the long-term follow-up telephone interviews. The discussion concludes with a brief summary.

Highlights of 1981-82 Conferences

A total of 13,278 persons participated in RAP training in 1981-82. Most conferences were two-day meetings. A few were longer; in some areas one day meetings were more often the case (for example, the conferences arranged by

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*Previous RAP evaluations provided a single large summary table for all training data. In this report, the same data has been broken up into several separate tables to improve the presentation.

Table 22

Number of State Training Conferences and Training Participants, by RAP

RAP:	Conferences		Participants		
	Total:	Number Evaluated:	Total:	Evaluation Respondents:	Long-Term Respondents:[a]
New England	7	3	717	155	4
NYU	9	2	1,418	442	6
Region III	14	3	1,585	285	6
Chapel Hill	15	4	1,164	133	6
Nashville	12	6	1,098	402	8
Mississippi	7	3	624	183	8
U. of Illinois	11	4	1,630	316	2
Portage	9	4	937	171	8
Texas Tech	15	3	1,557	108	2
Region VII	8	6	356	134	4
U. of Denver	26	6	670	121	6
Los Angeles	10	5	782	289	8
Pacific	11	5	309	129	-
PSU	7	3	388	87	4
Alaska	7	2	43	24	2
All RAPs	168	59 35%	13,278	2,979 22%	74 2%

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[a] Numbers of evaluation respondents from each RAP included in a subsample interview by telephone at least three months following their training. See discussion in text, page 313).

the Los Angeles RAP, which reported difficulty in getting participants released for longer sessions). In Region VIII a larger number of meetings were provided to bring the training to as many sites as possible in this very large service area. In the case of the Pacific RAP, conferences took the form of 11 one-to-fifteen-day meetings scattered among the Hawaiian and Micronesian islands.

Overall, over 96 percent of the responding participants were Head Start staff; two-thirds of all these participants were teaching staff (teachers, aides, or home visitors). Table 24, Additional Background of Participants, by RAP, reveals that more than half the respondents reported that they work directly with handicapped children, and another 19 percent work indirectly with them. Others have no current contact with children with handicaps. Slightly more than 42 percent of the trainees had not experienced RAP mainstreaming training before. Others did have such exposure, and many of these noted that they were now interested in increased training depth and detail, building on prior lessons. Among the other kinds of participants were parents, students, volunteers, child welfare advocates, and day care teachers.

Participants rated their RAP training conferences very favorably. Over half said the training was "excellent" and virtually all the rest thought it was "good." Other possible responses were "fair" or "poor," ratings used by only three percent of the respondents and distributed widely across all the RAPs.

Trainees cited exposure to nearly seven training workshop topics, on the average. Among the most commonly cited subjects were "planning for each child," mentioned by 54 percent of the respondents; "parent-teacher relationships" (50%)' "parent involvement" (46%)' "expectations and techniques" (54%); and "mainstreaming" (45%). In addition, 82 percent of the surveyed trainees cited at least one particular handicap condition as a topic which they had reviewed in workshops; the average participant obtained information on 3.4 specific handicap conditions.

Asked what they learned, trainees cited an average of 4.3 topics. The leading responses were "new ways to work with handicapped children," mentioned by 66 percent; "working more comfortably with handicapped children" (62%); learning about "new and useful materials" (51%); "working more comfortably with parents of handicapped children" (50%); and "information on resources" (48%).

Other potential learning was noted by only a minority of trainees: "building job confidence" (37%); learning "what mainstreaming is" (33%); "using Head Start mainstreaming manuals" (24%); learning "new ways in home-based settings" (22%); learning about "working with other agencies" (20%); and learning about "record keeping" (19%).

Trainees estimated that they would do things differently as a result of their experiences. On the average 4.2 changes were expected, the most common being closer observation of handicapped children (cited by 68% of the respondents). Other kinds of expected changes named by substantial numbers of trainees included "using new methods with handicapped children" (53%); "using new resources or materials" (49%); "working closer with other staff" (49%); "relating better to parents" (44%); "planning for each child" (41%); and "planning with parents" (38%). Less frequently cited kinds of change were "keeping better records" (24%); "developing IEP's" (25%); and "using manuals" (24%). Trainees who already use the manuals, develop IEPs, etc., could not report such types of change, of course. Long-term evaluation survey data indicate that these expectations about changed practices were in fact fulfilled (see page 315).

As in the past, participants were invited to report any problems experienced with the RAP training. Seventy-two percent of the respondents reported no problems at all. Of the rest, the kinds of difficulties encountered fall into several distinct clusters. The most common problem mentioned is "not enough time," cited by eight percent. As already noted, RAPs are subject to many constraints in the amount of training they can offer, including limits on budgets, ability of Head Starts to release staff, and sheer logistical limits, especially in the largest geographic areas. It is also likely that too little time can be viewed as a positive indication that attendees want additional information. The next most common kind of problem is that of equipment and/or space difficulties, mentioned by six percent. Other kinds of reported problems have more to do with the quality of the training itself. Four percent of the respondents said it was "too general" or that it was "not what I expected." Three percent said the content was "too simple" and only one-half of one percent felt it was "too difficult," a ratio of response consistent for virtually all the RAPs save the Pacific RAP, which dealt with a very different type of trainee and training situation, including severe language barriers.

Respondents, when invited to make suggestions for next year's training, called for help in "working with parents" much more frequently (44% of all trainees) than any other topic. Other relatively common suggestions were "training for supervisory staff," cited by 30 percent; further work on IEPs and assessment, each cited by 26 percent; diagnosis of handicapping conditions (25%); and screening (22%). Sixteen percent of the trainees expressed interest in further training on one or more specific handicap conditions, most frequently naming emotional disturbance (cited by five percent) and speech impairment (four percent). Five percent also cited a need for training on handicapping conditions without specifying particular disabilities. Fifteen percent had no suggestions to make. Five percent had "other" suggestions which included provision of training on such topics as hyperactivity, behavior management, abuse and neglect of handicapped children, fetal alcohol syndrome and drug-related handicaps, and many more subjects suggested by only one or two respondents.

Detailed Training Outcomes

Conference Size and Approach. Table 22, provided earlier, shows considerable variation in the size of the training conferences arranged by RAPs. Dividing total participants by the number of meetings, the average attendance rankings are:

RAP	Average Number of Attendees/Conferences
NYU	158
U of I	148
Region III	113
Portage	104
Texas Tech	104
New England	102
Nashville	92
Mississippi	89
Chapel Hill	78

RAP	Average Number of Attendees/Conferences
Los Angeles	78
PSU	55
Region VII	45
Pacific	28
Denver U.	26
Alaska	6
Overall	79

These variations are partially attributable to regional influences and partially to predilections on the part of RAPs to hold large or small sessions. New York University RAP chose to hold meetings which could be attended by sizable numbers of people; the University of Denver did not, and these inferences are reflected in the rankings.

Additional variations were observed in the content of, and approach to, training on the part of RAPs. For example, in Region I, the New England RAP used personnel from Children's Hospital to present training. The New York University RAP set out to provide special training for Head Start social service staff, and this is reflected in the background of participants -- it trained more than twice the portion of those specialists, compared to other RAPs (see Table 23, Background of Training Participants, by RAP). Region III RAP offered sessions on stress and burnout for staff working with handicapped children which proved to be popular. Chapel Hill's training, as in the past, was organized around the well-developed cluster system used in Region IV for the delivery of Head Start handicap services. The released-time problem and two different approaches to it are illustrated by the experiences of the University of Illinois and Los Angeles RAPs. The University of Illinois went ahead with two-day meetings, but felt attendance was curtailed because many people could not break free for those lengthy sessions. The Los Angeles RAP scheduled one-day meetings, but 10 percent of its trainees said that "more time" was needed, or that a break in the conference would have helped, or that there wasn't enough choice of workshop sessions. The University of Denver's decision to hold many smaller on-site meetings in its large service region has already been noted, as has

Table 23

Background of Training Participants, by RAP

RAP	Head Start Personnel: Percent:								Total Head Start	Non-Head Start[c]	No Response or Unknown	Total
	Teaching Staff				Other Staff							
	Teachers	Aides	Home Visitors	Total Teaching	Social Service	HC Coord.	Other Admin.[a]	All Other[b]				
NE	34.2%	20.6%	5.8%	60.6%	7.1%	3.9%	19.4%	6.3%	97.4%[d]	0.6%	1.9%	100.0%[d]
NYU	40.7	13.6	7.0	61.3	21.3	5.4	3.9	6.8	98.6[d]	0.2	1.1	100.0[d]
R. III	37.9	18.9	12.3	69.1	4.2	6.0	10.9	7.5	97.5[d]	0.7	1.8	100.0
CH	37.6	12.0	3.0	52.6	6.0	9.0	13.6	9.1	90.2[d]	2.3	7.6	100.0[d]
Nash	39.6	21.9	3.5	64.9[d]	3.7	5.5	5.4	15.6	95.3[d]	-	4.7	100.0
Miss	41.0	39.3	1.6	82.0[d]	0.5	2.7	2.2	6.0	93.4	-	6.6	100.0
UI	33.9	25.6	4.1	63.6	11.1	1.9	7.9	11.9	96.5[d]	0.9	2.5	100.0[d]
Port	40.4	15.8	11.1	67.3	8.8	9.9	8.2	4.1	98.2[d]	1.8	-	100.0
TTU	46.3	18.5	3.7	68.5	5.6	2.8	7.5	11.9	96.3	2.8	0.9	100.0
R. VII	23.9	24.6	0.7	49.3[d]	7.5	6.0	6.7	23.7	93.3[d]	5.2	1.5	100.0
UD	28.1	19.8	9.1	57.0	4.1	8.3	8.3	19.1	96.7[d]	1.7	1.7	100.0[d]
LA	36.0	17.0	9.7	62.6[d]	6.9	2.8	10.4	12.6	95.5[d]	2.4	2.1	100.0
Pac	45.0	27.1	-	72.1	0.8	2.3	12.4	10.9	98.4[d]	0.8	0.8	100.0
PSU	28.7	27.6	1.1	57.5[d]	9.2	1.1	6.8	25.2	100.0[d]	-	-	100.0
AK	37.5	37.5	-	75.0	-	-	4.2	8.4	87.5[d]	4.2	8.4	100.0[d]
All RAPs	37.4%	20.9%	5.8%	64.1%	8.1%	4.8%	8.1%	11.3%	96.3%[d]	1.1%	2.5%	100.0%[d]

Notes: (a) Includes HS Directors, other component coordinators/administrators.

(b) Parents, nonteaching aides, clerical, specialists (nurses, etc.), other support staff (cooks, drivers, etc.), volunteers, and others indicating they were HS staff but not indicating their positions.

(c) LEA personnel, other local agency staff, service providers, students, teachers from other preschools or day care centers, advocates, and other non-HS who did not designate their statuses. Note: no respondents were SEA personnel. No respondents were ACYF staff or contractors.

(d) Total does not add exactly owing to rounding.

the Pacific RAP's schedule of lengthy conferences in Micronesia for grantees who require more intensive experience as a result of the conditions under which they operate.

Background of Trainees

RAP mainstreaming training is primarily aimed at Head Start teaching personnel. Ninety-six percent of the surveyed respondents were Head Start staff, the same as last year; however, the proportion that were teaching staff has dropped to 64 percent, compared to 72 percent in 1980-81. Detailed breakdowns for all RAPs are provided in Table 23. New York University, Region VII, University of Denver, and Portland State University RAPs all reached proportionately fewer Head Start teachers this year than last. The Portage and Alaska RAPs increased the shares of teachers among their trainees. Overall, the RAPs reaching the highest proportions of teaching personnel were Mississippi (82% of all its trainees), Alaska (75%), and the Pacific RAP (72%), while the lowest shares of teaching staff among the surveyed trainees were observed at the Region VII RAP (49%), Chapel Hill (53%), the University of Denver (59%), and Portland State University (58%) RAPs.

Other Head Start personnel made up the bulk of the remaining trainees. As noted earlier, New York University made a particular effort to reach social service staff and was successful in doing so. About a quarter of all trainees surveyed at the Region VII and Portland State University conferences were "other" Head Start workers (parents, non-teaching aides, clerks, specialists like nurses, support staff like cooks and drivers, etc.). Non-Head Start people comprised only a small share of the trainees and consisted mostly of LEA or other local agency staff, service providers, or interested private citizens and observers. No ACYF personnel or SEA staff were identified in the training evaluation responses.

Two additional kinds of background information were available for these trainees; whether or not they worked with handicapped children, and whether they had experienced RAP mainstreaming training before (see Table 24, Additional Background of Participants, by RAP). Not working with handicapped children did not mean that the training was inappropriate; Head Starts may have enrolled handicapped children at the particular time the training took place, but may

Table 24

Additional Background of Participants, by RAP

RAP	Work With Handicapped Children? Percent:					Prior RAP Mainstreaming Training? Percent:			
	Yes, Directly	Yes, Indirectly	No	No Answer	Total	Yes	No	No Answer	Total
New England	53.5%	27.7%	11.6%	7.1%	100.0%^{a}	47.1%	47.1%	5.8%	100.0%
New York Univ.	62.2	18.1	11.1	8.6	100.0	38.5	52.7	8.8	100.0
Region III	63.5	17.5	11.2	7.7	100.0^a	44.6	46.3	9.1	100.0
Chapel Hill	56.4	30.1	6.8	6.8	100.0^a	53.4	29.3	17.3	100.0
Nashville	63.2	14.9	10.9	10.9	100.0^a	57.7	22.1	20.1	100.0^a
Mississippi	36.6	10.9	42.1	10.4	100.0	39.3	49.7	10.9	100.0^a
U. of Illinois	44.0	19.6	26.3	10.1	100.0	46.8	43.4	9.8	100.0
Portage	66.7	22.8	5.8	4.7	100.0	56.1	35.1	8.8	100.0
Texas Tech	58.3	20.4	16.7	4.6	100.0	34.3	58.3	7.4	100.0
Region VII	59.0	27.6	4.5	9.0	100.0^a	47.8	40.3	11.9	100.0
U. of Denver	67.8	16.5	9.9	5.8	100.0	52.9	38.0	9.1	100.0
Los Angeles	57.8	25.3	12.1	4.8	100.0	42.6	48.4	9.0	100.0
Pacific	69.0	8.5	18.6	3.9	100.0	52.7	35.7	11.6	100.0
Portland State	63.2	20.7	12.6	3.4	100.0^a	29.9	59.8	10.3	100.0
Alaska	45.8	12.5	29.2	12.5	100.0	58.3	33.3	8.3	100.0^a
All RAPs	58.2%	19.4%	14.6%	7.8%	100.0%	46.5%	42.4%	11.1%	100.0%

Note: (a) Does not add exactly to total owing to rounding.

have anticipated having them in the future. Overall, at least 77 percent of the trainees did work with such children, either directly or indirectly.* Those working directly with handicapped children was 58 percent, very close to the proportion reported in previous years. As was noted in the 1979-80 evaluation, there is evidence that reaching a high rate of teaching staff does not necessarily mean reaching a high share of people who work with handicapped children. For example, Mississippi, whose RAP reached 82 percent teaching staff, also had the highest proportion of respondents without contact (direct or indirect) with the handicapped. Whether or not this suggests any need for retargeting of efforts would depend on a host of other facts and policy decisions, such as the enrollment of handicapped children per center per year, and ACYF's judgment as to the importance of training for readiness as well as for the benefit of children already screened, assessed, diagnosed, and enrolled.

The other background item, prior exposure to RAP training, showed that more participants have been previous RAP trainees (46%, compared to 32% in 1980-81). RAPs where the proportion of people reached for the first time was high included Portland State University (60%), Texas Tech (58%), and NYU (53%). Those where it was low included Nashville (22%) and Chapel Hill (29%). These statistics will be influenced by Head Start staff turnover and the size of Head Start staff in the various service regions, as well as by the extent of a RAP's penetration to the potential audience.

Overall Satisfaction

As noted in the highlights, training participants rated their experiences very favorably, and all the RAPs obtained respectable assessments. However, within this broad picture some variations do occur (see Table 25, Satisfaction with State Conference Training, By RAP). As has often been the case in the past, Chapel Hill RAP obtained especially favorable ratings (74% "excellent"), as did Mississippi (74%) and Texas Tech (69%). Portland State had the lowest share of "excellent" responses (39%). The University of Illinois, which was

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*We say "at least" this number because this estimate ignores the possibility that some of the respondents who did not respond at all to the question -- 7.8% of the total in this case -- may also work with such children. Many surveys adopt the practice of eliminating "no response" cases from a statistic, which has the effect of making those who answer stand for all the cases. This has not been done here in order to facilitate comparability with earlier RAP training data.

Table 25

Satisfaction With State Conference Training, By RAP

RAP	Percent Rating Satisfaction:					Total
	Excellent	Good	Fair	Poor	No Response	
New England	48.4%	49.7%	1.9%	-	-	100.0%
New York Univ.	57.5	39.1	3.2	-	0.2%	100.0
Region III	54.0	44.2	0.7	-	1.1	100.0
Chapel Hill	75.2	22.6	-	-	2.3	100.0[a]
Nashville	51.2	42.0	3.2	-	3.5	100.0[a]
Mississippi	74.3	23.5	0.5	-	1.6	100.0[a]
U. of Illinois	42.1	48.7	6.0	0.3%	2.8	100.0[a]
Portage	50.9	44.4	2.9	-	1.8	100.0
Texas Tech	69.4	28.7	0.9	-	0.9	100.0[a]
Region VII	47.8	44.8	4.5	-	3.0	100.0[a]
U. of Denver	46.3	49.6	1.7	-	2.5	100.0[a]
Los Angeles	47.4	46.0	5.2	-	1.4	100.0
Pacific	61.2	30.2	0.8	0.8	7.0	100.0
Portland State	36.8	60.9	2.3	-	-	100.0
Alaska	50.0	41.7	4.2	-	4.2	100.0[a]
All RAPs	53.7%	41.4%	2.9%	0.1%	1.9%	100.0%

Notes: (a) Does not add exactly to total owing to rounding.

the "anchor RAP" on training in 1980-81, improved its ratings significantly this year, but its results were still relatively low for the "excellent" response (42%) and were weakened further by a 6 percent "fair" reaction.

As in the past, one result that seems to coincide with strong satisfaction ratings by a RAP's trainees is a tendency to also expect relatively large numbers of changes in practice. The RAPs with the strongest "excellent" ratings also had the fewest problems reported, while those with the lowest proportion of "excellent" responses tended to be more likely than most to encounter complaints that the training was "too general" or (in the case of Portland) "too simple." Finally, as noted in the following section, the three RAPs with exceptional "excellent" ratings -- Chapel Hill, Mississippi, and Texas Tech -- were also the only RAPs where "mainstreaming" was the most frequently cited topic (other than learning about various kinds of handicapping conditions). The general results of strong overall satisfaction with RAP training -- better than 90 percent "excellent" or "good" at every RAP -- is corroborated by a question in the telephoned long-term follow-up survey, in which over 90 percent of those respondents said that the RAP training had "met their needs."

Conference Topics

The evaluation form asked respondents to check off the topics covered in workshops they attended. Some RAPs seem to have had more variety of offerings than others. *The average number of topics cited per respondent varies from 9.7 (at the Pacific RAP, which as we have noted had many lengthy sessions) to 4.7 (for Region VII, which was one of the RAPs that tended to hold some single-day sessions). The variations and other data on conference topics noted by trainees are provided in Table 26.

Close inspection of Table 26, Conference Topics Cited by Trainees, by RAP, reveals a number of salient facts about the content of mainstreaming training as performed by different RAPs. As was the case in 1980-81, information about specific handicapping conditions was by far the most common topic reported by workshop participants, and individualized planning was the second most common topic; also as before, recruitment was the least-cited topic. Workshops on

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*Although these results may reflect some trainees' inclinations to check everything a single workshop covered, or recall only those that stood out in their minds.

Table 26

Conference Topics Cited by Trainees, by RAP

RAP	Percent Citing:												Average Number of Topics Cited[a]
	Parent-Teacher Relatn.	Planning For Each Child	Expectations & Techniq.	HC's (see T-6)	Screen'g	Assessmt	Diagnosis	Parent Involvmt	Recruitment	Mainstream'g	All Others	No Response	
NE	33.5%	51.6%	40.0%	81.3%	23.9%	32.3%	11.6%	22.6%	5.2%	27.7%	16.1%	2.6%	6.6
NYU	47.3	63.1	57.7	78.3	31.2	33.5	35.7	55.7	5.2	52.0	8.4	0.2	8.0
R III	35.4	36.8	47.4	82.1	30.2	25.3	16.1	29.1	4.6	23.9	16.5	2.1	5.2
CH	43.6	47.4	42.1	85.7	41.4	27.1	19.5	41.4	14.3	61.6	3.8	3.8	7.0
Nash	48.5	49.0	31.8	86.3	25.1	24.6	20.4	40.8	11.7	36.6	5.2	4.0	6.1
Miss	75.4	71.6	44.8	93.4	44.3	38.8	36.1	59.6	11.5	76.0	17.5	1.1	9.0
U of I	61.7	46.8	40.5	72.2	41.1	33.2	34.5	54.1	10.1	29.4	7.9	3.2	6.1
Port	38.6	59.1	54.4	84.8	19.9	29.2	23.4	37.4	3.5	55.0	22.2	-	6.0
TTU	74.1	49.1	27.8	86.1	48.1	63.9	25.0	62.0	16.7	78.7	8.3	2.8	9.3
R VII	53.0	41.8	27.6	80.6	22.4	23.9	14.2	42.5	4.5	30.6	6.0	6.7	4.7
UD	62.0	80.2	57.9	81.0	34.7	51.2	20.7	64.5	9.9	27.3	5.0	1.7	6.8
LA	47.1	46.0	48.4	81.3	37.0	33.2	19.0	45.3	7.6	52.9	4.5	3.5	7.0
Pac	58.1	77.5	45.0	81.4	76.0	73.6	23.3	48.1	21.7	57.4	5.4	6.2	9.7
PSU	48.3	64.4	52.9	78.2	42.5	42.5	29.9	49.4	11.5	52.9	1.1	-	7.9
AK	20.8	45.8	50.0	87.5	4.2	-	4.2	25.0	-	25.0	16.7	8.3	5.3
All RAPs	50.3%	54.0%	44.7%	81.9%	34.5%	34.3%	24.4%	46.0%	8.9%	44.8%	9.3%	2.6%	6.9

Notes: (a) Totals add to well over 100% due to multiple responses.

Table 26 (cont)

Conference Topics, Continued: Handicapping Conditions Cited by Trainees, by RAP

RAP	Percent Citing Handicaps:											Average Number of HC's Cited[a]
	Blind	Vis. Impaired	Deaf	Hearing Impaired	Speech Impaired	Emot. Disturbed	Phys. Impaired	Health Impaired	Learning Disabled	Mentally Retarded	HC not Specif.	
NE	40.0%	31.0%	40.0%	42.6%	57.4%	41.3%	45.8%	17.4%	32.9%	41.3%	5.2%	3.9
NYU	33.5	36.2	30.5	37.6	48.6	44.8	51.8	31.2	44.1	44.8	4.8	4.1
R III	9.5	13.3	10.9	22.1	39.3	45.3	25.3	17.2	34.0	31.2	4.9	2.5
CH	18.8	27.8	23.3	29.3	42.1	40.6	45.9	29.3	39.1	48.9	9.0	3.5
Nash	20.9	32.3	21.4	36.3	48.0	27.1	22.9	21.9	33.6	37.6	11.9	3.1
Miss	30.6	40.4	20.8	26.8	25.1	39.8	43.7	67.2	66.1	63.4	4.9	4.3
U of I	12.7	20.9	13.9	24.7	34.5	42.1	24.1	19.3	28.5	20.6	13.6	2.6
Port	12.2	25.7	18.1	29.2	30.4	33.3	25.1	22.2	33.3	16.4	7.6	2.5
TTU	48.1	62.0	42.6	45.4	38.9	70.4	44.4	38.0	45.4	39.8	4.6	4.8
R VII	11.2	21.6	6.7	15.7	31.3	22.4	38.1	11.9	21.6	16.4	10.4	2.1
UD	13.2	23.1	12.4	19.8	30.6	46.3	18.2	16.5	57.9	15.7	8.3	2.6
LA	26.3	30.4	27.0	34.6	47.8	45.0	39.4	26.6	39.1	33.9	13.8	3.6
Pac	47.3	53.5	43.4	60.5	60.5	46.6	42.6	41.1	45.7	33.3	10.1	4.8
PSU	25.3	36.8	32.2	47.1	48.3	36.8	39.1	31.0	42.5	40.2	14.9	3.9
AK	41.7	50.0	45.8	50.0	29.2	25.0	37.5	12.5	25.0	16.7	8.3	3.4
All RAPs	24.0%	30.9%	23.5%	33.0%	42.2%	40.5%	35.5%	26.9%	39.0%	34.9%	8.9%	3.4

Notes: (a) Totals add to well over 100% due to multiple responses.

parent-teacher relationships and on parent involvement displaced mainstreaming as the third most-often-cited topic except in the RAPs receiving the most favorable participant assessments (see below). The remaining "generic" topic common to RAP mainstreaming training, "expectation and techniques," retained its middle-ground position in the citations; screening, assessment, and diagnosis all have become less frequently cited.

Although the data reviewed in the previous paragraph is an accurate representation of the overall national content of RAP training, only the Los Angeles RAP presents a similar picture at the local level. All other RAPs depart significantly from the national picture in the pattern of topics reported by their trainees. Such deviations are to be expected in many cases, as a result of differences in past training efforts or as a response to special regional circumstances. The outstanding example of the latter situation is the Pacific RAP, whose trainees report much more emphasis than any others on the elementary, start-up aspects of Head Start service for handicapped children: recruitment, screening, and assessment. Other noteworthy trends, allowing the differences in the number of topics covered are:

- The increased exposure to parent involvement topics is particularly apparent at the Mississippi, University of Illinois, Texas Tech, and University of Denver RAPs. The parent-oriented topics are relatively less likely to be cited by participants in training sponsored by the New England, Region III, Portage, and Alaska RAPs.

- "Other" topics are most likely to be reported at five RAPs: at New England, which offered special sessions on abuse and neglect of the handicapped child; at Region III, which offered workshops on stress management; at Mississippi, where a significant number of trainees all cited the same topic of task analysis/attitudes; at Portage, which offered sessions on the gifted; and at Alaska, which had a workshop on learning environments. Additional "other" topics reported by significant numbers of participants included genetic counseling, at NYU; cultural influences on child development, at the University of Illinois; and additional workshops on abuse and neglect at Chapel Hill, and the University of Illinois, and Texas Tech.

- All three RAPs with exceptionally large proportions of "excellent" ratings also had exceptionally large numbers of trainees reporting exposure to mainstreaming as a work-

> shop, as well as a conference, topic. At Chapel Hill, Mississippi, and Texas Tech, mainstreaming is the most frequently cited workshop topic (other than handicapping conditions). The Pacific RAP also shows strong emphasis on mainstreaming, as do NYU, Portage, Los Angeles, and Portland State University RAPs.

Turning to the distribution of specific handicapping conditions cited by trainees in Table 26 the picture seems much simpler. If allowance is made for differences in the number of topics offered by different RAPs and cited by their trainees, most of the grantees seem to adhere fairly closely to the national distribution. The overall increase in citations of handicaps that was observed in 1980-81 has held up, but is continuing at a reduced rate of growth. Workshops on speech impairments, this year edged out reports of attendance at emotional disturbance sessions, reversing the order of the two most commonly cited handicap topics. Workshops on learning disabled children stayed in third place in the rankings. Sessions on hearing impairments drew about the same response as before, but dropped in rank order because of significantly increased citations for sessions on both physical impairments and mental retardation.

What Was Learned. Table 27, What Participants Said They Learned, by RAP, provides data on what training participants had learned. Overall results are very similar to those in 1980-81, with the most common accomplishments being, as noted in the highlights above, "learning new ways to work with the handicapped" (66%), "gaining more confidence in working with the handicapped" (62%), learning about "new and useful materials" (51%), and obtaining "information on resources" (47%). Participants' reports on "building job confidence," learning "what mainstreaming is," learning how to use the Head Start Manuals on handicaps, and learning about record-keeping were all slightly less frequent than last year.

As with the data on conference topics, there were noticeable variations from RAP to RAP in the number of things participants said they learned. Those participating in the Mississippi and Texas Tech conferences cited considerably more learning instances than did the others, and those trained by NYU and the Pacific RAPs were also likely to exceed the average. The Portage RAP's respondents matched the overall results very closely, and those at the

Table 27

What Participants Said They Learned, by RAP

RAP	Percent Learning About:													Average Number of Cited Items:[a]
	New Ways...		Info on Resources	Main-streaming	How to Keep Records	Build Job Confid.	Work Better w/		New/Useful Mtls	Working w/Other Agencies	Using HS/HC Manuals	Others (see text)	No Response	
	to Work w/HC	in Home Setting					Handicapped	Parents						
NE	62.6%	11.0%	47.1%	15.5%	13.5%	24.5%	58.1%	42.6%	58.1%	21.3%	12.9%	1.3%	5.8%	3.7
NYU	80.3	16.7	65.4	38.2	7.7	42.5	74.2	62.9	69.7	29.0	23.3	1.4	-	5.1
R III	54.0	13.0	42.8	11.6	6.3	36.5	52.6	32.3	48.1	10.9	11.2	2.8	4.9	3.2
CH	75.2	18.8	44.4	45.1	22.6	32.3	59.4	44.4	56.4	23.3	24.1	1.5	3.8	4.5
Nash	67.2	27.9	31.6	26.1	17.2	33.1	60.0	41.8	43.5	15.9	29.9	2.0	5.2	4.0
Miss	89.1	41.6	68.9	83.1	24.6	50.8	81.4	77.6	53.6	37.2	74.3	-	1.1	6.8
U of I	47.5	18.7	43.7	25.3	13.9	33.9	46.2	45.6	35.1	19.3	14.2	2.2	5.1	3.5
Port	62.6	18.1	52.0	25.7	15.2	38.0	59.1	43.3	52.0	15.8	15.2	5.3	1.8	4.0
TTU	79.6	30.6	65.7	73.1	36.1	51.9	77.8	75.9	50.0	42.6	53.7	-	1.9	6.4
R VII	68.7	27.6	39.6	25.4	10.4	26.1	67.9	57.5	46.3	19.4	25.4	3.0	4.5	4.2
UD	64.5	34.7	49.6	12.4	47.1	35.5	52.1	28.1	63.6	9.1	13.2	5.0	5.0	4.2
LA	65.4	23.2	37.7	26.3	6.6	33.2	62.3	49.5	42.2	15.6	13.5	3.8	2.1	3.8
Pac	61.2	24.0	38.0	62.8	58.9	47.3	71.3	53.5	62.0	18.6	28.7	4.7	3.9	5.3
PSU	60.9	20.7	42.5	35.6	11.5	41.4	56.3	63.2	43.7	17.2	27.6	2.3	5.7	4.2
AK	33.3	12.5	58.3	4.2	-	37.5	66.7	20.8	62.5	4.2	4.2	12.5	-	3.2
All RAPs	66.5%	22.2%	47.5%	33.0%	16.9%	37.2%	62.4%	49.9%	51.4%	20.5%	24.3%	2.5%	3.4%	4.3

Notes: (a) Totals add to well over 100% due to multiple responses.

Chapel Hill, Nashville, University of Illinois, Region VII, and Portland State RAPs deviated only in minor aspects from the overall picture. Trainees reached by the New England and Los Angeles RAPs reported slightly fewer "learnings" than the average; those trained by Region III were still less likely to cite the most types of learning; and those reached by the Alaska RAP (which deals with the smallest community of Head Start workers and which had the highest proportion of people who had attended previous RAP training conferences) were considerably less likely than most to cite the most kinds of new learning, although they were more likely than most to report gains in their knowledge of materials and resources. The remaining RAP, the University of Denver, was a mixed case: its trainees were more likely than most to report learning about record-keeping, work in home settings, and new materials, but were less likely than the others to report gaining confidence in dealing with parents of the handicapped or with handicapped children themselves, to report learning more about what mainstreaming is, to learn about working with other agencies, or to report learning how to use the manuals.

Changes Resulting From Training. As in the past, trainees were asked if they thought their experiences would lead to changes in their work with handicapped children in Head Start. The typical number of changes cited was 4.2 down slightly from 1980-81 but identical to the 1979-80 results (see Table 28, Changes Trainees Expected in Their Practices, by RAP). The types of changes anticipated were very similar to those reported last year; the only shifts were a slight propensity for most of the expected changes to be less frequently named (as would be expected given the reduction in overall citations), and some reordering of the relative significance of the middle-ranking effects. "Observing more closely" was still the most common effect of RAP training, followed by "using new ways with the handicapped" and "using new resources and materials." "Working more closely with other staff" was more frequently cited this year than before. Changes in record-keeping and adoption of the use of IEP's were less commonly mentioned as expected changes.

As before, there are variations when these results are examined on a RAP-by-RAP basis; the outcomes are virtually identical to those observed for learning. Trainees at the Mississippi, Texas Tech and the Pacific RAPs all seemed

Table 28

Changes Trainees Expected in Their Practices, by RAP

RAP	Percent Expecting to: Use New Ways w/ HC Chi.	Observe More Closely	Plan for Each Child	Keep Better Records	Develop IEP's	Plan With Parents	Relate More w/ Parents	Work Closer w/Staff	Use New Resources, Materials	Use Manuals	Others (see text)	No Response	Average Number of Expected Changes[a]
NE	54.8%	72.3%	36.8%	25.2%	16.8%	33.5%	41.3%	48.4%	52.9%	17.4%	0.6%	5.8%	4.0
NYU	63.1	71.5	41.6	24.0	19.9	46.2	54.5	63.1	66.1	35.5	0.7	2.0	4.9
R III	47.0	66.7	30.9	22.8	12.3	23.2	35.1	36.8	44.6	12.6	3.5	6.3	3.4
CH	57.1	72.9	37.6	29.3	27.8	38.3	48.1	54.1	43.6	28.6	-	3.8	4.4
Nash	58.2	61.9	43.8	25.4	28.9	36.6	34.6	42.0	42.8	22.9	0.2	8.7	4.0
Miss	67.2	73.2	59.0	46.4	44.3	57.9	60.1	59.0	62.8	61.2	0.5	2.7	5.9
U of I	32.0	67.4	32.9	23.7	16.8	27.2	36.1	39.9	42.1	13.9	0.9	9.5	3.3
Port	45.0	73.1	34.5	21.6	9.4	32.7	38.6	46.8	43.3	14.0	0.6	5.3	3.6
TTU	61.1	81.5	51.9	52.8	56.5	61.1	63.0	64.8	62.0	49.1	-	1.9	6.0
R VII	47.0	53.0	36.6	17.9	20.9	32.8	43.3	47.8	36.6	14.2	-	6.0	3.5
UD	52.9	76.0	60.3	47.1	38.8	24.0	33.1	32.2	51.2	13.2	0.8	6.6	4.3
LA	50.5	64.7	30.4	23.9	27.7	37.4	41.5	47.4	40.8	15.2	0.3	4.8	3.8
Pac	60.5	72.9	73.6	73.6	31.8	67.4	61.2	62.0	48.1	27.1	-	9.3	5.8
PSU	40.2	62.1	33.3	21.8	25.3	34.5	49.4	44.8	47.1	24.1	1.1	8.0	3.8
AK	58.3	58.3	50.0	4.2	4.2	16.7	8.3	29.2	41.7	20.8	16.7	8.3	3.1
All RAPs	52.9%	68.3%	41.2%	29.2%	24.6%	38.1%	44.0%	48.7%	49.1%	24.3%	0.9%	5.8%	4.2

Notes: (a) Percentages total well over 100% due to multiple responses.

to have been more likely than most to expect changed practices, and the New York University RAP showed a less pronounced but similar trend. Denver was again a mixed case; its trainees were more likely than most to expect to change to individualized planning, to adopt the use of IEP's, and to improve record-keeping practices, but less likely to change their approaches to planning with parents. The Alaska RAP trainees showed the least propensity to change; all others yielded results that were very similar to the overall national results. As noted in the highlight comments, the respondents' expectations of change seem to have been borne out by subsequent experience (see the discussion of long-term data on page 313).

Problems With Training. The percentage of participants experiencing problems with training dropped again this year, to 22 percent (see Table 29, Problems With Training, by RAP). Over a third of the "problem" responses reflected a desire to allow more training time -- a matter which, as we have seen, is not entirely under the control of the RAPs, and is not necessarily negative. Another quarter of the responses were related to logistical problems -- equipment failures, insufficient space, etc. Other problems, such as the feeling that content was too simple, that the presentations were too general, or that the training was simply "not what I expected," were more directly related to the training approaches themselves.

Again, there were significant RAP-by-RAP differences. For Chapel Hill, Mississippi, and Texas Tech, the only problem was lack of time. Region VII, Nashville, and Alaska had similarly low incidences of problems, but respondents mentioned equipment and space difficulties or some content issues as well as the time factor. Responses were similar at Region III and the University of Illinois, except for slightly higher overall incidence. At the other RAPs, at least 25 percent of the trainees did report problems. At Los Angeles, some trainees felt the training was not what they expected and a few thought it was too general. University of Denver encountered more widespread equipment and space problems; so did NYU. Twelve percent of New England RAP's participants thought the presentations were too general -- ten Children's Hospital personnel may have underestimated RAP audiences. Ten percent of Portland RAP's trainees thought content was too simple, and 13 percent com-

Table 29

Problems With Training, by RAP

RAP	Percent Reporting Any Problems:				Percent Reporting Particular Types of Problems:[a]							
	No Problems	Problems	No Response	Total	Poorly Planned	Too General	Need More Time	Content too:		Not What I Expected	Equipmt. or Space Problems	Other (see text)
								Simple	Difficult			
New England	55.5%	37.4%	7.1%	100.0%	0.6%	11.6%	12.9%	9.0%	0.6%	9.0%	7.7%	1.3%
New York Univ.	65.4	29.9	4.8	100.0[b]	0.2	4.5	8.1	7.0	0.7	4.3	12.7	2.3
Region III	75.8	15.8	8.4	100.0	-	3.2	7.0	0.7	-	1.8	4.2	1.1
Chapel Hill	88.7	9.0	2.3	100.0	-	0.8	3.0	1.5	0.8	1.5	-	1.5
Nashville	80.8	12.2	7.0	100.0	0.5	1.2	4.7	1.0	0.2	1.5	4.2	0.2
Mississippi	82.5	11.5	6.0	100.0	-	-	10.9	-	-	1.1	-	-
U. of Illinois	70.9	19.0	10.1	100.0	0.3	6.6	7.6	2.8	0.3	4.7	2.5	1.3
Portage	63.7	29.2	7.0	100.0[b]	0.6	8.8	5.8	5.3	-	6.4	8.8	3.5
Texas Tech	86.1	12.0	1.9	100.0	0.9	1.9	11.1	-	0.9	-	0.9	-
Region VII	82.1	11.9	6.0	100.0	1.5	5.2	6.0	1.5	-	3.7	1.5	0.7
U. of Denver	66.1	28.1	5.8	100.0	-	5.0	6.6	-	-	3.3	14.0	0.8
Los Angeles	70.2	25.3	4.5	100.0	0.3	4.2	9.7	2.8	-	8.0	4.8	2.1
Pacific	55.0	39.5	5.4	100.0[b]	-	0.8	29.5	-	5.4	1.6	7.0	7.0
Portland State	62.1	33.3	4.6	100.0	2.3	6.9	3.4	10.3	-	4.6	3.4	12.6
Alaska	87.5	12.5	-	100.0	-	-	4.2	4.2	-	-	4.2	-
All RAPs	72.2%	21.7%	6.1%	100.0%	0.4%	4.1%	8.4%	3.1%	0.5%	3.8%	5.6%	1.9%

Notes: (a) Percents may exceed proportion reporting one or more problems due to multiple responses.

(b) Percents do not exactly total 100% owing to rounding.

plained that the directions to a workshop were poor and that a session did not start on time. The Pacific RAP had the highest incidence of problems, at 40 percent; however, the lack-of-time issue accounted for most of these despite the week-long sessions. It should be noted that the need to translate materials in this RAP's conferences meant that week-long meetings were not nearly as generous as might initially be supposed. Moreover, grantees receive virtually no training other than what the RAP provides. Increased time is necessary to provide the fundamentals of child development practices as well as techniques for working with handicapped children.

Suggestions for Next Year. Invited to make suggestions for future training, over 85 percent of the participants did so. Table 30, Suggestions for Next Year's Training, by RAP, tabulates these. The outstanding perceived need, as in 1980-81, was for further training in working with parents; this was the highest-ranking suggestion at every RAP save one (and in that case it ran a very close second). Further training for supervisors was also suggested. More traditional subjects were suggested by roughly a quarter of the trainees. Continued workshops on specific handicaps were urged by smaller numbers. Ranked by type of condition, these were:

- Emotional disturbance: 5.3%
- Handicaps (no specific condition named): 4.7%
- Speech impairments: 3.6%
- Learning disabilities: 3.1%
- Hearing impairments: 2.2%
- Mental retardation: 2.1%
- Health impairments: 2.0%
- Physical impairments: 1.9%
- Visual impairments: 1.6%
- Deafness: 1.3%
- Blindness: 0.9%

The main threads that appear to run through all these "other" suggestions are a possible interest in training in behavior management, and a desire for practical instruction that can help teachers develop specific classroom activities.

Table 30

Suggestions for Next Year's Training, by RAP

RAP	Percent Suggesting Training on:									Average Number of Sug-gest'ns[a]
	IEP's	Screen-ing	Assess-ment	Diagno-sis	Work w/ Parents	Superv. Skills	Handicapping Conditions:		Others (see text)	
							Percent	Most Frequently Suggested[b]		
NE	25.8%	20.6%	27.7%	23.2%	50.3%	39.4%	21.3%	ED (13.5%); LD (5.8%); SI (3.9%)	6.5%	2.5
NYU	26.5	23.3	30.3	28.3	46.8	28.3	19.2	ED (10.9%); SI (4.8%); LD (4.3%)	3.8	2.4
R III	18.6	18.6	22.8	24.9	39.6	21.4	16.8	LD (4.9%); SI (4.2%); ED (3.5%)	8.1	2.0
CH	31.6	27.1	24.8	29.3	48.9	40.6	13.5	ED, PI, LD, MR (each 3.0%)	3.0	2.4
Nash	26.9	19.7	19.2	19.4	48.8	23.4	13.7	SI (3.0%); Hlth (2.0%)	2.5	1.9
Miss	44.8	24.6	21.9	30.6	53.0	27.9	10.9	ED (2.2%); VI (1.6%); SI (1.1%)	-	2.3
U of I	14.2	22.8	25.9	22.5	39.6	29.7	11.4	ED (3.2%); HI (1.9%); LD (1.3%)	5.1	1.8
Port	18.7	16.4	21.6	22.2	36.3	28.1	12.3	ED (6.4%); SI (4.1%); HI (1.2%)	9.9	1.8
TTU	36.1	36.1	31.5	27.8	46.3	39.8	21.2	SI (8.3%); HI/MR (4.6% ea.)	5.5	2.9
R VII	12.7	14.2	14.2	11.9	32.1	26.1	17.9	LD (7.5%): SI (6.0%); ED/HI (5.2%)	5.2	1.8
UD	16.5	19.0	24.8	26.4	33.1	25.6	16.5	SI (7.4%); ED (5.0%); Hlth (3.3%)	9.9	2.0
LA	32.2	26.0	28.4	22.1	41.9	36.7	15.2	ED (5.2%): SI (3.1%)	5.9	2.4
Pac	39.5	34.1	40.3	41.1	68.2	47.3	30.2	HI (5.4%); VI (3.1%)	3.1	3.4
PSU	23.0	18.4	29.9	23.0	26.4	19.5	17.2	ED (9.2%); LD (6.9%); Hlth (5.7%)	6.9	2.1
AK	4.2	20.8	25.0	16.7	45.8	20.8	20.8	Hlth/SI (16.7% ea.)	-	2.7
All RAPs	25.5%	22.5%	25.5%	24.6%	44.3%	29.7%	16.3%	[see text for complete listing]	5.0%	2.2

Notes: (a) Percentages total well over 100% due to multiple responses.

(b) Key to handicap conditions listed in table: B = Blind, VI = Visually Impaired, D = Deaf, HI = Hearing Impaired, SI = Speech Impaired, ED = Emotionally Disturbed, PI = Physically Impaired, Hlth = Health Impaired, LD = Learning Disabled, MR = Mentally Retarded.

The Long-Term Follow-Up Survey. To gain additional information on how trainees' expectations for changes actually materialized, and to further validate the data, a small subsample of these respondents was drawn and interviewed by telephone. Table 31, Comparisons of Long-Term and Short-Term Samples, provides some comparative data on the subsample and the main set of 2,979 trainees which provided the data presented in prior sections of this analysis. The similarity of the proportions that are teaching staff or which selected particular satisfaction ratings of the training is by design: the cases were statified according to these criteria and subsample respondents were selected randomly within each cluster. Non-Head Start staff were excluded, as were conferences conducted late in the program year (at least three months' time was required before trainees would receive follow-up calls). In addition, sampling was stratified by RAP conferences. Cases were obtained from all RAPs except Micronesia, where distance and language barriers overcame our attempts to obtain these data by phone or mail. Analysis is restricted to the overall program; the number of cases per RAP is too small to draw reliable inferences at that level (see Table 22 at the beginning of this discussion).

The data in Table 31 on whether trainees work with the handicapped, and whether they had previous RAP training, serve to illustrate the results of the sampling exercise. The subsample comes reasonably close to the main data base on both these variables, although neither of them influenced the selection process.

The telephone interviews with these respondents provided data serving several purposes. First, they yielded the opportunity to verify respondents' expectations as to the extent and nature of changed practices brought about by RAP training. Second, they provided a limited number of new data items which augment and refine other topics in the evaluation of the training conferences. Third, they provided a source of open-ended, in-depth accounts from Head Start staff about their training and its effect on their work. Each of these themes is treated in additional detail below.

Changed Practices: Expectations versus Actuality The 74 long-term respondents had cited a total of 336 specific expected changes in their work which

Table 31

Comparison of Long-Term and Short-Term Samples[a]

Item	Short-Term (2,979 Written Responses)	Long-Term (74 Telephone Interviews)
Subsample Selection Criteria:		
Background		
HS Teaching Staff	64.1	70.3
Other Head Start	32.3	29.9
Satisfaction		
Excellent	53.7	56.8
Good	41.4	41.9
Fair or Poor	3.0	1.4
Additional Items (see comments in text):		
Work With HC?		
Yes, Directly	58.2	60.8
Yes, Indirectly	19.4	29.7
No	14.6	5.4
Prior RAP Training?		
Yes	46.5	52.7
No	42.4	44.6
Expected Number of Changes in Practice	4.2	4.5

Notes: (a) Percentages in groups will not total exactly 100% due to rounding and omission in this table of no-response cases.

they associated with RAP mainstreaming training. Each telephone interview included a review of these responses. Occasionally specific expected changes turned out not to have occurred -- in some cases, because staffing changes had taken place at the local Head Start, or because changes were still expected but had not yet actually happened, or because respondents no longer agreed with their earlier judgments. However, this slippage -- 72 instances in all -- was offset by additional changes -- 55 of them -- that respondents reported that had not been originally anticipated. The result was that at the time of the follow-up interviews in late Spring, 1982, the same 74 respondents reported a total of 315 actual changes linked to the training -- nearly as many as originally expected. In terms of the average numbers of changes per trainee, 4.5 changes were expected by these 74 persons; 4.2 were experienced. Overall, 79 percent of the changes originally expected by the trainees did occur, plus the 55 additional developments. These outcomes are very similar to those observed in 1980-81.

Additional Data Elements. As in 1980-81, the long-term respondents were asked who they judged to be most affected by RAP training: Head Start staff, parents, or children. Some felt two or all three choices applied; in these cases multiple responses were recorded. The results favored children (55%) over parents (45%) and staff (40%), but it is difficult to interpret this without taking the different rationales used by different respondents into account. For example, some respondents chose "staff" because they were coordinators or other supervisory personnel whose main post-training contact was with other Head Start people rather than with children or parents. Others chose "parents," noting that RAP training was their sole source of help in dealing with parents of handicapped children, so its impact on these parents was viewed as especially critical. And others chose "children" because after all they are the intended and ultimate beneficiaries of the program.

As a validation item, long-term respondents were asked, "Did the training meet your needs?" Ninety-two percent said it did; of the others, several noted that they had not had handicapped children to serve, that staff reassignments at their Head Start had changed their needs for assistance, or that their needs were "unique."

The 74 interviewees were asked to estimate the number and type of handicapped children they served. A total of 677 children were counted. This is known to be an underenumeration as some respondents were unable to precisely identify just how many children of a particular type they worked with, and we did not feel that it was reasonable to press them for more exact data for the purposes of this study; instead, if no certain number was available we simply counted one additional child.

The resulting distribution appears in Table 32, Types of Handicapped Children Served by Long-Term Respondents, and is remarkably similar to that obtained in the national Head Start survey of handicapped children served by the program in FY'80-81, the most recent year for which final results are available. This is another item of evidence validating the subsample of long-term cases. On the average, the long-term respondents served 9.15 children each (many serve more; some serve none). This figure included administrative staff who supervise large numbers of staff working with children with handicaps.

Illustrations of RAP Training and Its Effects. One of the most interesting and helpful aspects of the long-term data is the opportunity it yields to obtain more open-ended, anecdotal accounts of mainstreaming training and its effects from the participants. The interviews help to verify the impressions obtained from the statistical analysis of conference evaluation forms, and they provide illustrations of the program at work. Here are some samples, taken from RLA's records of these interviews with Head Start staff throughout the nation:

- A Head Start nurse, commenting on "observing more closely": "I find I'm watching children's reactions to what I say and how I say it. I'm more aware of the implications of my actions... . After the RAP training, we gave a workshop for parents of handicapped kids, employing the principles of the RAP training. We've set up staffing sessions with each person who works with a handicapped child, even providers from other agencies."
- A handicap coordinator, commenting on her expectations that work with parents would be improved: "We had always insisted on parent's participation in IEPs, but we've learned new ways to make their participation more meaningful. The workshop on how it felt to be a parent of a handicapped child was very helpful."

Table 32

Types of Handicapped Children Served by Long-Term Respondents, Compared to Data from the National Head Start Survey (80-81)

Type of Handicap:	Children Served by Long-Term Respondents	Children Surveyed in the National Head Start Survey
Blind	0.3%	0.3%
Visually Impaired	3.0	2.7
Deaf	0.1	0.3
Hearing Impaired	5.2	3.4
Speech Impaired	63.1	59.0
Emotionally Disturbed	4.4	6.0
Physically Impaired	7.8	6.0
Health Impaired	3.4	11.7
Learning Disabled	4.3	4.7
Mentally Retarded	7.1	5.8
Unknown/Undiagnosed	1.3	0
Total	100.0%	100.0%[a]

Notes: (a) Percents do not total exactly 100% owing to rounding.

- A Head Start teacher: "I went to the training conference specifically to get help with IEPs and I feel I learned a lot. I'm using IEP forms provided by the RAP and I've been showing the training materials to my assistant. I'm also trying to work with other people who are involved with special needs children."

- Another teacher: "I feel I've become more observant and look at more things because of the RAP training. I'm doing more documenting, I keep a sheet for each child for the first time.... I look for body movements that exhibit frustration; I used to be oblivious to these, now I'm more aware when a child is reaching his limits... I noticed one child couldn't hop on one foot, mentioned this to the parent, who took him to a podiatrist and found that he needed corrective shoes.... I used to have my own fears; I didn't feel comfortable with parents. Now I'm able to speak more freely..."

- A home visitor: "I used to be quick to judge. Now I take more time. I'm watching for changes in the children over time; I keep a running record for each one. I've been able to help parents learn to be more observant, too."

- Another handicap coordinator: "We're revamping our screening procedures based on what RAP has taught us. The new instrument is a built-in record-keeping system. We're looking forward to using it...."

- Another teacher: "Everyone has complimented me on how well I'm keeping track of the kids. I'm using a card system from the training.... Because the parents went along to the training, we're able to use the workshop topics as jumping-off points for discussion. Our parents are pleased that Head Start has this kind of network for a resource."

Summary. RAP mainstreaming training has now reached thousands of Head Start teachers and other staff. On the whole, the training is very well received, and the available evidence suggests that it is having decided practical effects on the work that Head Start does with handicapped children. For those teachers who have not worked with special needs children before, the training often seems to provide a considerable boost in confidence and gives badly needed assistance in a number of specific ways -- by providing practical classroom activities and procedures, by introducing people to a wide variety of types of help and available resources, by helping to address attitudinal problems in staff and parents, and by making available proven systems for dealing with the considerable complications that service to handicapped children entails for the mainstreamed classroom.

As the RAP program matures, it may become increasingly important to learn more about the incidence of turnover among Head Start staff and the associated need for training geared to the needs of repeaters as well as whose who have not been reached before. Most RAPs have kept their material fresh enough to appeal to persons who have had frequent exposure to the training; our long-term interviews included talks with staff who had been with Head Start for as long as 12 or 14 years, and their typical comment was "I always look forward to RAP training; I keep learning new things." These more experienced workers have needs that are very different than those of the new trainee, however, and as time goes on it will become increasingly important to give some consideration to these different clienteles. RAPs already do this, of course, by providing a varied menu of workshop sessions.

The continued drop in reported "problems" -- 22 percent this year, 25 percent last year, and 49 percent in 1979-80 -- suggests that RAPs have mastered this task and made it a stable part of their services. There are variations among the RAPs in the ways that they carry out the training and in the particular types of tools, workshops topics, and other special features that each RAP builds into its approach. Despite this, RAP training has a striking stability across the program as a whole, especially in comparison to the initial years of the RAP program when each grantee was less able to draw on a fund of common experiences. This training is plainly a national effort and not simply a collection of disparate efforts.

FINDINGS AND RECOMMENDATIONS

FINDINGS

Overall

- Data from interviews and records at RAP sites and information from RAP clientele demonstrate that this was a solid year for RAP. Satisfaction from three sources -- Head Starts, SEAs, and trainees -- increased or dropped only very slightly.

State Training Conferences

- This year 13,278 participants were trained at 168 conferences. The majority of these continue to be Head Start teaching staff (67%). Thirty-four percent of all Head Start teachers in the country were trained (5,680) and 20 percent of all teacher aides (3,198). Others trained numbered 4,400. The numbers of teaching and non-teaching staff are the highest ever trained by the network. Eighty-five percent of the grantees attended the mainstreaming conferences.

- This was the fourth year of wide-scale training on the mainstreaming manuals. Over four years a total of 47,113 persons have been trained at mainstreaming conferences or their equivalents. This year projects offered sequentially appropriate, social services, and home-based training to participants who had already received training on the manuals.

- Data from the Head Start telephone survey verify the above findings: 28 percent of the sampled teachers were trained at mainstreaming conferences and 20 percent of all teacher aides; 82 percent of the sampled grantees attended.

- Data from conference evaluations further corroborate attendance patterns. Classroom staff accounted for 64 percent of the trainees. Ninety-six percent of the sampled conference trainees were Head Start staff.

- Ninety-five percent of the sampled conference trainees rated conferences as "excellent" or "good," compared to 96 percent last year. The typical trainee learned between four and five new things at conferences, and expected to change four to five practices as a result of the training.

- Three to six months after the training, participants sampled in a follow-up interview said they had adopted an average of 4.5 practices as a result of the training.

- All but two tasks ranked similarly in terms of time and importance. The top two, mainstreaming conferences and services to grantees, consumed more time than all other tasks combined.

Budget and Staffing

- The budget for the 1981-82 contract year totaled $2,141,126, increasing the total program budget by 10.9 percent. The budget supported 15 projects, moderate cost of living increases in salaries, and the addition of Pacific and Alaska RAPs to the computerized MIS at the mandate of ACYF.

- Individual RAP budgets averaged $142,741, compared to $128,691 last year. Budgets range from $117,774 to $200,542.

- Salaries accounted for 48.3 percent of new monies. Increases this year in the salary line supported higher wages rather than more staff. Average salary per FTE was $18,873.

- Generally, overhead and fringe costs, like others, were contained by a contracting procedure which required RAP contractors to submit three year proposals for FY'81 through FY'83. The government picked up its option for this year, FY'82, at the cost which had been submitted and negotiated previously.

Task Priorities

- No two RAPs ranked the priority of contractual tasks identically. For the fifth year we found that the network profile surfaced the same four tasks in top positions (services to Head Start grantees, state training conferences, needs assessments, and collaboration). Assistance with the annual survey again ranked last. Other tasks shifted within the middle positions.

Services To Head Start Grantees

- The network recorded 3,819 activities (records of events or transactions initiated by a Head Start, RAP or another requestor) during the first nine months of the program year, an increase of 11 percent from the previous year. The volume exceeds all years but 1978-79, and more than triples the level of the first year. On the average each RAP responds to 28 requests per month.

- RAPs are the providers of service in 94 percent of the activities. Other providers are regional office contractors or the regional office, an individual or agency, or another RAP.

- Seventy-four percent of the requestors are Head Start staff, primarily persons responsible for coordinating handicap services, followed by directors, other administrators, and teachers. This is a 19 percent increase over last year. Other requests come from resource providers, ACYF national and regional offices and their contractors, SEAs, LEAs, and others.

- Activities characterized by type fall into the following distribution: 65 percent materials, 24 percent information, 6 percent technical assistance, 3 percent training, and 2 percent facilitation. The percentage of change within categories compared to last year is insignificant.

- In the first nine months of the program year a total of 1,015 task records (labor and time intensive activities which relate to RAP tasks) were recorded, an increase of 20 percent over the previous reporting period, and an average of 68 per RAP, up from 56 last year.

- A total of 171 training sessions were delivered on-site during the nine-month reporting period, in addition to mainstreaming conferences. Data on numbers of trainees were available from 64 percent of the training task records and totaled 4,214 persons; extrapolating based on known values, a total of 5,739 received training during the current reporting period.

Needs Assessments

- RAPs had assessed the handicap needs of 93 percent of all Head Start grantees, compared to 92 percent last year.

- Procedures for collecting the information varied. Thirteen RAPs conducted formal needs assessments; two conducted periodic informal assessments by phone.

- For the third year in a row, developing and implementing IEPs and individualizing programming was the most frequently cited need. The majority of RAPs also noted that grantees wanted more assistance in working with parents and families of handicapped children, and with the following handicapping conditions: emotional disturbance, learning disabilities, and speech and language.

Collaboration

- This year RAPs were involved in the following collaborative activities: SEA/Head Start agreements; other SEA/Head Start collaboration; LEA/Head Start collaboration; and facilitation with other agencies serving handicapped preschoolers.

- Six new SEA agreements were signed this year, four of which were between SEAs and ACYF. The total number of SEA/Head Start agreements reported by RAP is 31.

- Eight signed, local agreements between a Head Start program and local education agency were directly facilitated by RAP. Agreements were also reported as being negotiated by Head Starts as a result of RAP's direct efforts to promote collaborative agreements. In addition, there were numerous instances of RAP's indirect intervention to promote local agreements. More than 120 agreements have been reported as signed as a result of RAP's efforts.

Management Information System

- RAPs have come closer to a fully operational computerized MIS because of major accomplishments by the computer management project and the computer task force.
- All 15 RAPs have received Apple hardware and software, and the RAPPLE software which has been developed to date.
- RAPPLES includes two data bases: agencies (Head Start, non-Head Start and providers) and bibliographic resources. Yet to be developed is the events data base, although a "scratchpad" has been completed. Information may be manipulated by using the following functions: enter, edit and select; the data base may be printed. The tally function has not been developed.
- One RAP has entered all Head Starts into the agency data base; five have entered some. One RAP has entered all non-Head Starts, two have entered some. Five RAPs have begun to enter providers.

National RAP Meetings

- Two national RAP meetings were convened this year. The first was held in Fredericksburg, Virginia from October 12-16, 1981; the second was held in Washington, D.C., from April 5-9, 1982.

Head Start Directors' Meetings

- RAP staff attended 79 state meetings and 13 regional meetings. The combined figures have almost doubled from the total of 50 meetings attended three years ago.

Resource Provider File

- A total of 6,804 entries, including agencies, individuals and materials resources are catalogued by the RAP network for use by Head Starts. This represents an increase of 333 over the total reported last year.
- Of the total number of resources catalogued network-wide, RAPs reported that 769 are used actively, an average of 51 per RAP.

RAP Task Forces

- Five task forces continued from the previous year: the speech task force, the computer task force, the CDA task force, the LEA task force, and the PA26 task force.
- Two new task forces were appointed this spring: the computer technology task force and the task force on linkages/organizations.
- Each RAP was assigned to one, and in some cases, two or three task forces.

Advisory Committees

- In 1981-82, the average RAP advisory committee had 14 members, one fewer than the previous year. Sizes ranged from eight to 22 members.
- All but one RAP met the minimum contract requirements for representation on this advisory committee.
- SEA representation has decreased slightly since a year ago, from 41 to 40 states and territories. Seventy-four percent of all SEAs are members. Three RAP advisory committees had representatives from LEAs.

Annual Survey

- Because the Annual Survey was being administered in conjunction with the Performance Indicators initiative this year and questionnaires were not sent to Head Starts until May 1982, RAPs had received no specific requests for assistance at the time of the evaluation site visit. Most RAPs had informed grantees of their availability for assistance and encouraged programs to collect certain data early to expedite filling out the forms.

Head Start Telephone Survey

- Telephone interviews were held with 397 Head Start programs to assess the impact of RAP services.

- The overall satisfaction score was 3.4 on a 4 point scale, an increase over 3.1 last year. Ninety-eight percent reported no problems with RAP.

- The average number of types of contacts between RAPs and Head Starts was 4.6, up markedly from 3.8 last year. Sixty-nine percent of the respondents indicated contact was mutually initiated.

- Mainstreaming conferences were the most frequently occurring contact; 28 percent of the teachers within the Head Start sample were trained at these.

- Training was most commonly cited as RAP's most valuable service, followed by distribution of materials, availability as a resource, information, technical assistance, referral to resources, "other" work (including work with SEAs), on-site T/TA, and acting as an advocate in handicap legislation.

SEA Perception of RAP Services

- SEAs or their counterparts were contacted in 49 states, the District of Columbia, and the Commonwealth of the Northern Mariana Islands.

- Overall satisfaction was 3.3 on a four point scale, a slight drop from 3.4 in 1980-81. Ninety-eight percent reported no problems in their dealings with RAP.

- The average number of types of contact was 4.1, up from the previous year. Almost two-thirds of the respondents indicated that contacts are mutually initiated; five SEAs reported there had been no contact initiated by RAP during the last year.

- Information exchange was the most frequent contact between RAPs and SEAs for the fourth year (82%); 73 percent indicated RAP and the SEA had attended or presented at each others' meetings, workshops or conferences, or had co-sponsored them.

RECOMMENDATIONS

Administration

- ACYF should appoint a permanent project officer as soon as possible. The RAP network has had three project officers within one year. Strong and central leadership has been identified as one of six key factors which has contributed to the effectiveness of this network from the beginning. 1982-1983 will be a year in which future directions of RAP are determined, and central national guidance which is committed to the RAP network and handicap effort is critical.

- When the new project officer is designated ACYF should clarify all significant contract modifications, technical directions, and letters of guidance, particularly when these have altered contract obligations, so that new personnel and all contractors may make educated policy and priority decisions.

State Training Conferences

- After the fourth year of mainstreaming training, RAPs need a new and national initiative. The common thrust of mainstreaming training has met a real need, helped to solidify RAPs' identity, and strengthened the networking among RAPs. Serious consideration should be given to a national training effort or technique to sustain these benefits. RAPs should be involved in the decision process. Responses from conference evaluation forms indicate that trainees want RAPs to offer training on working with parents of handicapped children and training for supervisory staff in the handicapped effort; these are corroborated by needs assessments with grantees. Needs assessments also identified developing and implementing IEPs and individualization of programming for handicapped children as needs for the third year in a row.

- There are still discrepancies between the guidance that evaluators follow to distinguish state conferences from other training and RAP's interpretation of the task. If it is determined that RAPs are to train in any way that is responsive to grantees' needs, then all types of training should be counted as fulfillment of the contract task. If guidance is unchanged, RAPs must follow the same guidance which evaluators follow. If changed, this should be made clear by November 1, 1982.

- As RAPs have broadened their audiences to include supervisory staff, and their training to train the trainers, ACYF should determine whether the national focus should shift to training supervisory staff instead of teachers. If the focus remains on teachers, ACYF should issue guidance on the number to be trained annually; if the focus changes, ACYF should determine whether it is necessary to train a certain number.
- Because 1982-83 contracts direct RAPs to focus on social services training if staff are already familiar with the manuals training, RAPs should be asked to collect data on the number of social services staff trained.

Services to Head Start Grantees

- If ACYF decides other training is to be kept discrete from state training conferences, RAPs should be directed to collect data on the numbers of teachers, teacher aides, social services staff and others trained so that it can be credited elsewhere in the evaluation.

Record Keeping System

- The computer system must be completed quickly so that it can be integrated into the routine work responsibilities of RAPs.
- It is now imperative that RAPs complete their data base entry, and that they follow guidance to use the system in a uniform manner. This is the time for ACYF to monitor whether the RAPPLE system is fully operational at all RAPs, and whether RAPs are applying it in a consistent fashion.

Task Forces

- All members of RAP task forces should be notified of their assignments and who the chairperson is in writing.
- All members should be notified in writing about the discontinuation of a task force.
- Task forces should be required to submit written recommendations or products to the Government Project Officer at the end of their assignments.

RAP Meetings

- All participants should remain for the duration of the meeting so that all members of the network receive national guidance and have an opportunity to plan national initiatives.